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Presidential Approaches to Fundraising at
Selected Historically Black Colleges and Universities (HBCUs)

by

Samantha Odetta Betton

A Dissertation submitted to the
Department of Leadership, School Counseling & Sport Management
in partial fulfillment of the requirements for the degree of
Doctor of Education

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DEDICATION

This work is dedicated to my family. To my son George Tymothy Jones, I thank God for you. You have been with me throughout each of my higher educational journeys and I thank God for your patience and constant encouragement. I love you Son. To my mom Carmen Betton; sisters and brothers, Simone, Seon, Shondy and Shaun, I thank you for your prayers, sticking in there with me and constantly supporting and cheering me on. I am forever grateful to God for blessing me with such a wonderful family. Praises be to Almighty God for all that He has done.

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All thanks and praises to my Lord and Savior Jesus Christ for His guidance, provision and comfort throughout this journey. Without Him nothing is possible, but with Him all things are possible.

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*For I know the thoughts that I think toward you
says the Lord,
Thoughts of peace and not of evil,
to give you a future and a hope.
~~Jeremiah 29:11*

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ABSTRACT

Fundraising is a critical element for the success and survival of higher education institutions. These institutions are all dependent on financial contributions from alumni as well as philanthropic organizations and private benefactors to support the institution. The presidents of these institutions are instrumental in seeking and obtaining funds in order to maintain the stability of these colleges and universities. Presidents should be knowledgeable of the nuances that make an institution successful and must aim to create those environments.

The purpose of this qualitative investigation was to examine college presidents' approaches to fundraising at selected Historically Black Colleges or Universities (HBCUs) in the South Eastern region of the United States (US). This study examined the strategies employed by these institutions and particularly their presidents. It also examined the philosophies, experiences, and fundraising strategies currently being employed by the selected college and university presidents.

In this study a blend of existing theories was used to construct the conceptual framework. Therefore, the conceptual framework addressed the cultural and social aspects of race and the role it plays in the participant's environment through the use of Critical Race Theory and the relationship between presidents and benefactors through Social Exchange Theory. Stakeholder Theory defines those groups within an organization without whose support the organization would cease to exist (Freeman, Harrison, Wicks, Parmar, & DeColle, 2012). In this study, stakeholder theory was used to address and identify the parties that exist to support the organization such as the Board of Trustees, faculty, staff, students and alumni, as well as how

these stakeholders' interests are met. Lastly, Transformational Leadership Theory was used to address the leadership elements of the participants and how they communicate their vision and strategies for their fundraising campaigns.

The results of the study, which intended to explore the experiences of presidents as they seek funds on behalf of their college or university, revealed that while the president of the institution is responsible for leading the fundraising efforts, additional entities also play a major role in the institution's ability to successfully raise funds. Analysis of the data using a thematic approach produced themes regarding the president's role in fundraising, the importance of messaging, fundraising strategies and barriers to fundraising. Implications for leaders of HBCUs include investing in and providing resources for the advancement office as that is the foundation for successful fundraising, actively and aggressively embracing fundraising as the primary duty in their role as president and selecting members with proven track records of giving for the Board of Trustees as they play a critical role in fundraising for the institution. Understanding the participants' experiences and the challenges they face can greatly assist others currently in the field as well as incoming presidents as they assume the role as leaders of an HBCU institution.

CHAPTER ONE

INTRODUCTION AND BACKGROUND

African-American families have taught their children for many years that obtaining a college education is extremely important to be successful (McCaig, 2013). Parents of high school students place especially high importance on a college education, and African-American and Hispanic parents give college an even higher priority than white parents do (Immerwahr, 2000; McCaig, 2013). Historically, African-Americans have viewed education as essential in bridging the social and economic gap between themselves and Whites (Cole & Omari, 2003). For African-Americans, education embodies not only a means toward gaining equality and progress, but the very essence of citizenship and personhood (Allen, Jewell, Griffin, & Wolf, 2007). While these educational opportunities are available, it is important that African-Americans recognize and embrace the opportunities. It is also important to remember opportunities for an education have not always been available to African-Americans due to slavery in the United States (US).

Education in the United States (US) for enslaved African-Americans residing primarily in the South was illegal and not seen as necessary during the many years of US slavery. According to Barclay (2014), colonial whites generally viewed enslaved Africans as possessing weak, shallow minds. Laws forbidding literacy and writing helped legitimize views of black “incompetency” and metaphorically rendered enslaved people virtually “feeble-minded” as if they were perennially afflicted with intellectual deficiencies (Barclay, 2014). Prior to emancipation, slaves had not only been held back from learning to read and write, in some jurisdictions it was even a criminal offense to teach a slave to read (Duster, 2009). Although this

was the thought of the vast majority of White Americans, primarily in the South, there was some who attempted to educate slaves. During the 1930s, of the nearly 3,500 former slaves interviewed by the Works Progress Administration, five percent had become literate before emancipation (Duster, 2009).

While African-Americans in the Southern states were prohibited from seeking an education, those who resided in the Northern states in the US were able to obtain higher levels of education in formal settings prior to the beginning of the Civil War which began in April 1861 (Johnson, 1969). Beginning in the 1830s, public and private higher education institutions were established to serve African-Americans in Pennsylvania and Ohio and the Border States (Betsey, 2008). The end of the Civil War opened doors that allowed all African-Americans to obtain an education at schools that were specifically founded for them all across the United States (Humphries, 1994). This was the beginning of the founding of many of the Historically Black schools that are now known or referred to as Historically Black Colleges and Universities (HBCUs). In the 25 years after the Civil War, approximately 100 institutions of higher learning were created to educate freed African Americans, primarily in the southern United States (Jewell, 2007).

These schools of higher learning, HBCUs, are institutions created before 1964 with the purpose or mission to educate African-Americans (U.S. Department of Education, 1991). It was not until 1965 that the United States (US) Government formally designated these institutions as such. The U.S. Department of Education states the Higher Education Act of 1965 designates an HBCU as an accredited institution of higher education founded before 1964 whose principal mission was, and continues to be, the education of Black Americans. These institutions have

been in existence since before the Civil War with the first one being founded in Philadelphia in 1837 — twenty-four years before the start of the Civil War — as The Institute for Colored Youth, and now known as Cheyney University. After moving the location of the school to George Cheyney's farm in 1902, the name of the school experienced several changes finally settling on Cheyney University of Pennsylvania in 1983 when it joined the State System of Higher Education of Pennsylvania (Cheyney University, 2000). The number of HBCUs grew and flourished across the United States, but primarily in the South and East of the country. HBCUs continued to serve as the primary opportunity for African-Americans to obtain a Bachelor's degree as 63 percent of Black students in these states attended predominantly black schools in 1970 (Hill, 1984; Allen et al., 2007).

Desegregation of PWIs and the Integration of HBCUs

Historically, the desegregation of higher education institutions began through lawsuits where African-Americans sought opportunities to pursue their education beyond a bachelor's degree at predominantly white institutions (PWIs) (Stefkovich & Leas, 1994). According to Harris (2015) persistent lawsuits were filed against schools established for whites and maintained racially exclusionary practices towards blacks until they were forced to integrate by Supreme Court rulings beginning in 1950. Although HBCUs have a primary mission to educate African-Americans, students of diverse backgrounds have steadily found a home on its campuses. According to Henry & Closson (2010), since the passage of the 1964 Civil Rights Act, there has been an increase in white participation at historically Black colleges and universities (HBCUs). However, beginning in 1936, PWIs began to desegregate by being forced to admit African-American students. While the climate was especially volatile in southern states, changes slowly

began to take place. Further change took place in the educational and social systems with the signing of the 1964 Civil Rights Act into law which forced the desegregation of facilities and organizations as they were required to admit and hire members of other races. The signing of the Civil Rights Act made it mandatory for PWIs to admit students of other races and to hire faculty, staff, and administrators of other races. However, according to St. John, Daun-Barnett and Moronski-Chapman (2013), it was not until the *Adams v. Richardson* decision in 1973 that higher education was included in the desegregation actions of the U.S. Department of Education. The Civil Rights Act not only desegregated PWIs, but also confirmed the attendance of white students at HBCUs, which had been occurring since the inception of some institutions such as Howard University in Washington, D.C.

Threats of Closures

The passage of the Civil Rights Act of 1965 has affected both PWIs and HBCUs. According to Allen & Jewell (2002), in 1950 the overwhelming majority of Blacks in college attended HBCUs, but by 1975, fully three-quarters of all Blacks in college attended predominantly White institutions. The enrollment responses to desegregation and the Civil Rights Act appeared to have negatively affected the HBCUs. While a major war was won, it seemed as though another battle was brewing. Roebuck & Murty (1993) noted prior to 1954, over 90 percent of black students (equaling approximately 100,000 in 1954) were educated at HBCUs; contemporaneous estimates indicated that less than 20 percent of black college-going students attended HBCUs in 1987. In spite of the apparent decrease that was experienced during the 1970s and 1980s, enrollment at HBCUs has increased since 2000 (U.S. Department of Education, National Center for Education Statistics, 2015). According to Lee & Keys (2013),

over the last decade, HBCU enrollments grew 42 percent, fueled by public institutions, which saw a 53 percent increase in enrollment from 2000-2010 compared to only 13 percent growth at private institutions. Since 2010, enrollment at HBCUs has declined again as African-American students choose to attend PWIs; however, the decline has not been at the rate previously experienced in the 1980s (U.S. Department of Education, National Center for Education Statistics, 2015).

As African-American students continue to enroll at PWIs, there has been continued debate as to the relevance of the HBCU (Brown, II, 2013). Some believe that HBCUs have served their purpose in history and are no longer needed due to the acceptance of African-Americans into PWIs (Brown, II, 2013). Despite the acceptance of African-Americans into PWIs, HBCUs continue to be the primary source of higher education for these students and play a key role in the awarding of their degrees. According to Lee & Keys (2013), without the significant contributions made by HBCUs in awarding degrees to African-American students, America will not reach its goal of having 60 percent of citizens ages 25-64 with a bachelor's degree or higher by 2025. Lee & Keys (2013) further noted that HBCUs produced 4,995 associate's degrees, 32,652 bachelor's degrees, 7,442 master's degrees, 483 doctoral degrees, and 1,717 professional degrees in 2011. The U.S. Department of Education's National Center for Education Statistics (2015) also reported that in 2013-14, most of the 48,200 degrees conferred by HBCUs were bachelor's degrees (70 percent) and master's degrees (16 percent). Blacks earned 83 percent of the 33,700 bachelor's degrees conferred by HBCUs in that year. At the master's level in 2013-14, Black HBCU students earned 72 percent of the degrees conferred at these institutions (U.S. Department of Education, National Center for Education Statistics, 2015).

Although these statistics illuminate how HBCUs continue to add value to higher education in America, critics still believe they no longer play a significant role in higher education (Cantey, N.I., Bland, R., Mack, L.R., & Joy-Davis, D., 2013). Brown (1999) notes while it is true Black colleges are of great value, they have not convinced some in society of their importance. As a result, many questions are being raised concerning the need to continue their current configuration and/or existence during this era of collegiate desegregation.

Such criticism, compounded with lack of support and severe discrepancies in federal and state funding for HBCUs, can be attributed to the threat of closure that is faced by these higher education institutions. The threat of closure looms for many HBCUs due to their inability to acquire the funding necessary to provide the resources needed by their students, faculty and staff. As recently as 2016, another HBCU struggled with the possibility of losing its accreditation due to financial problems. The Southern Association for Colleges and Schools (SACS) the major accrediting body in the southeastern United States, recommended that Paine College (Augusta, Georgia) be removed from its membership for failing to meet three standards: financial resources and stability, financial stability, and control of sponsored research/external funds (Corwin, 2016). While Paine College is in the process of appealing this decision and can maintain its accreditation until after the appeal process, St. Paul's College was not as fortunate. St. Paul's College in Virginia lost its accreditation from SACS as it was unable to reach and maintain financial stability due to increased debt and a seemingly unending fight to remain in business (Hawkins, 2013). Prior to the closing of St. Paul's College in 2013, Morris Brown College in Atlanta, Georgia, Barber Scotia College in Concord, North Carolina and Paul Quinn College in Dallas, Texas, all lost their accreditation from SACS. The loss of accreditation for colleges is a

serious detriment to their existence. Despite the loss of accreditation, Barber Scotia College and Morris Brown College are attempting to hold on while Paul Quinn College has acquired accreditation from another federally recognized accrediting body and has begun to slowly bounce back (Hacker, 2012).

While the loss of accreditation continues to be an ever-present threat to many HBCUs, another threat is the constant talk of merging public, state funded HBCUs with nearby PWIs. In 2011, Louisiana Governor Bobby Jindal proposed a merger of Southern University of New Orleans (SUNO) and the University of New Orleans (UNO) (Carr, 2013). At that time, SUNO had not recovered from the drastic effects of Hurricane Katrina in 2008 and the funds needed to rebuild were still being held up in governmental bureaucracy. The proposal of the merger failed in the Louisiana State Senate and now the college is finally receiving the necessary funds from the state to rebuild (Carr, 2013).

While the recent attempt to merge selected HBCUs and PWIs in the state of Louisiana has failed, in the state of Georgia a merger of two higher education institutions has moved forward. The University System of Georgia Board of Regents recently voted unanimously to approve the merger of (HBCU) Albany State University and Darton State College (Watson, 2015). The merger allows Albany State University to maintain its name; however, the mission of the university is being changed to reflect the merged campuses and student body (Davis, 2016). The merger of these two schools in Georgia creates the possibility that other states will follow.

The Role of the College President

The role of college president is an all-encompassing role that requires the individual to be an effective leader who has a variety of leadership skills and is able to successfully lead the

institution (Nicholson, 2007). In leading, the president must be able to leverage their political power, must be able to be strategic, have a vision for the institution and be able to inspire constituents both internally and externally (Hodson, 2010). College presidents today, as those in years past, must have the ability to operate as a transformational leader. According to Burns (1978), transforming leadership is a process in which “leaders and followers help each other to advance to a higher level of morale and motivation” (p.19). Bass (1985) extended the work of Burns (1978) to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance. Transformational leaders must be able to provide idealized influence, inspirational motivation, intellectual stimulation and individualized consideration to their followers (Humphreys & Einstein, 2003).

In addition, the president must also serve as the primary fundraiser for the college. Hodson (2010) noted that fundraising is one of the most visible and demanding roles expected from campus leaders today. Serving as the chief fundraiser, the president’s success depends on his or her ability to be an effective leader. Whether employing a transformational or transactional leadership style in fundraising, presidents are accountable for garnering the necessary financial support to keep the institution financially stable. In fundraising, the president of a college or university must set the tone and goals, and create relationships.

The success of a fundraising campaign is that of the president’s and he or she must be able to set the priorities for the campaign as well as communicate the vision to the college’s constituents. Further, Hodson (2010) stated first and foremost among the president’s fundraising responsibilities is the creation and communication of a vision for the institution that excites and inspires constituents to provide financial support.

The president must also be able to share the story of the college and sometimes more importantly of the students who are enrolled in the college (Ezarik, 2012). Beth J. Stroble, president of Webster University in Missouri stated that storytelling is always part of a great relationship and making a great case. Knowing the stories of individual students and the scope of the financial need is always helpful (Ezarik, 2012). The president spends more than 75 percent of their time building relationships with prospective donors and this means spending time away from the campus. While students, faculty, and staff may want to see them on campus more often, it may not be possible as this time is spent in meetings with trustees and potential donors (Biemiller, 2016).

Building relationships of trust with potential donors requires that the president understand what their passions and interests are and match them with available ways in which their contributions can be beneficial to the college. Sharon D. Herzberger, president of Whittier College in Whittier, California, offers that fundraising is forming relationships with people and finding out ways that they want to make a difference, rather than twisting people's arms. It involves matching people with the opportunity that would please them (Ezarik, 2012). The president must be able to communicate to the donor how their gift will be used to improve and sustain the college. These relationships should be built with the college and not the president alone because while the leadership of the college may change, the needs of the college may remain the same.

Barriers to Presidential Fundraising

College and university leaders experience multiple barriers or challenges that affect their ability to obtain funds from private sources. Several factors such as the lack of presidential

fundraising experience, ineffective development offices, and lack of alumni support can cause stagnation in obtaining support from the institution's constituents. As the chief fundraiser of the college, emphasis is placed on the president's fundraising knowledge and experience to raise funds for their institution. However, many new college presidents lack experience in soliciting private gifts. According to *The Almanac of Higher Education* (2009), the area of fundraising was noted by 22.8% of the presidents as the top area in which they felt insufficiently prepared going into their first presidency. In addition, only 3.8% of the presidents came from a fundraising background, while 43.8% came from a background as the chief academic officer or a senior academic administrator (*The Almanac of Higher Education*, 2009). This is a significant barrier facing college presidents as the landscape continues to change and more colleges depend more on fundraising as state and federal funding continues to decrease.

A barrier that is primarily experienced at HBCUs is within the institutional advancement or development office. Numerous HBCUs do not have the luxury of placing the development office high on their priority list when allocating funds. Many HBCUs (not all) have small fundraising infrastructures and insufficient funds to aggressively go after alumni dollars (Gasman & Bowman, 2012). According to Tindall (2009), the priority the institution places on the fundraising program can determine whether it will have the opportunity to do what it needs to do to achieve success. Tindall (2009) further notes after HBCU institutions get their small-potatoes allocation, they have to look at academics first, the business office and plant operations—the essentials that keep the institution operational. However, whenever certain Black colleges are afforded the tools to have stronger development officers, trained staff, technical staff, and professional staff, they have been able to dramatically increase advancement and alumni giving

(Gasman, Lundy-Wagner, Ransom, & Bowman, 2010). Claflin University in South Carolina increased its fundraising staff from 12 to 22 individuals with an external investment from the Kresge Foundation and the United Negro College Fund and saw the institution's alumni giving rate rise from 35% to 45% and has raised \$63 million toward its \$94 million capital campaign (Gasman, 2013).

An additional barrier to fundraising that colleges can experience is with their alumni. According to Weerts & Ronca (2007), alumni have the potential to assist their alma maters in many ways, including volunteerism, charitable giving, and even political advocacy. Alumni give because they are grateful to their college or university, and sometimes because they were themselves recipients of financial assistance (Murphy, 1997). However, factors that motivate alumni to give are waning as giving has decreased overall. According to the Council for Aid in Education (2013), alumni participation as is the number of alumni donors declined as well as the average alumni gift by 1.4 percent. HBCUs in particular must place more emphasis on seeking donor dollars from alumni. One of the most obvious, but most overlooked motivations for giving among African-Americans is being asked to give and HBCUs have neglected to ask their alumni to give and support their alma maters for far too long (Gasman & Bowman, 2012).

The Current HBCU Landscape

According to the U.S. Department of Education (2015), as of May 2015 there were 107 degree granting HBCUs. While we are on the verge of possibly losing Paine College in Augusta, Georgia, the remaining institutions continue to fight to carry out the mission that was set forth by its founders. As HBCUs deal with the ever-changing economic landscape of higher education, they must face the reality that the way in which they do business must be changed. In February

2017, President Donald Trump signed the executive order on The White House Initiative aimed at signaling his commitment to Historically Black Colleges and Universities as was signed by previous U.S. presidents (Whack, 2017). Whack (2017) further noted Trump's order moves the Initiative on Historically Black Colleges and Universities from the Department of Education into the executive office of the White House and directs the initiative to work with the private sector to strengthen the fiscal stability of HBCUs, make infrastructure improvements, provide job opportunities for students, work with secondary schools to create a college pipeline and increase access and opportunity for federal grants and contracts. However, it does not specify how much federal money the colleges should receive (Whack, 2017). This lack of commitment on how much federal money the colleges receive can impact HBCUs as they can experience cuts in the programs that are vital to the students who receive federal aid. These cuts will also affect the HBCU's ability to provide adequate resources for their students.

HBCUs are a vital part of the higher education landscape and the closure of them would be detrimental to higher education and the African-American community. In sight of the governmental initiatives that are being carried out to assist HBCUs in moving to the next level, HBCUs must also take it upon themselves to respond to the changing environment of higher education. HBCUs must find ways to attract a more diverse student body by creating unique academic programs that are in high demand. They must also seek to attract more students who are interested in the subjects of Science, Technology, Engineering, and Mathematics — collectively known as STEM programs, which garner more government funds for HBCUs (Toldson & Preston, 2015). HBCUs should also identify the needs and requests from science and engineering communities and align research and grant proposals to increase the probability of

allocating funds for these programs (Toldson & Preston, 2015). In addition, strategic alliances with businesses that can contribute to and support the construction of new buildings and facilities on the campuses that can offer programs unique to the organization, can also garner increased student enrollment. HBCUs continue to be the shining light of opportunity for African-Americans and others who may not meet the admissions requirements of PWIs but still desire a post-secondary education. Despite the turmoil they have gone through, HBCUs continue to stand and find a way to do more with less funding and support.

Federal and state policies governing the economic funding of schools, and particularly higher education institutions, have played a significant role in the shaping of PWIs and HBCUs (Gasman et al., 2010). The shaping of higher education institutions has specifically taken place through the unequal funding practices that favored the PWIs and impeded the public Black colleges in the U.S. These schools struggle with obtaining the necessary funds to maintain the daily operation of the university.

While public Black Colleges are able to obtain federal and state funding, it is disappointingly far less of what is needed for the regular upkeep of historical HBCUs. According to Douglas-Gabriel (2017), President Trump's first presidential budget calls for "maintaining" \$492 million in appropriations for HBCUs and minority-serving institutions, however, combined discretionary spending for those schools is actually \$577 million right now. This is a 14 percent reduction in funds to HBCUs compared to that of the 2017 budget. It is also very important to distinguish between privately funded HBCUs and public HBCUs. Significantly more funds are available to publicly funded or state institutions than there are to the privately funded

institutions. Therefore, this study examined HBCU fundraising and the strategies and philosophies employed by the presidential leadership.

STATEMENT OF THE PROBLEM

Fundraising is a critical element in the success and survival of higher education institutions (Gasman, 2010). HBCUs have historically been at a disadvantage in receiving federal and state funding and therefore depend heavily on benefactor contributions as a funding source (Gasman, 2010). In addition to federal and state funding, these institutions engage in private fundraising in order to fill in the gaps. Even though select private fundraising campaigns launched by many HBCUs have been fairly successful for these institutions, far more have continuously experienced difficulty raising needed funds. The strategies used by the presidents and their institutions which have experienced overwhelming success should be able to serve as a model for those that continue to struggle with financial difficulties.

One of the most successful HBCU capital fundraising campaigns was led by Dr. Johnnetta B. Cole who served as the president of Spelman College. According to Gasman (2000), her efforts received widespread attention in the mainstream media including the *New York Times*. Gasman (2000) further notes Cole, led a capital campaign which raised \$114 million toward the endowment of the college from 1993-1996.

Following in Dr. Cole's footsteps in fundraising was the ninth president of Spelman College, Dr. Beverly D. Tatum. During Dr. Tatum's presidency, a 10-year capital campaign was launched to strengthen the institution's healthy foundation through increased scholarship support for students, strategic investment in the faculty and academic programs, and capital improvements on the campus ("Spelman College Exceeds," 2014). Rhodan (2014) noted during

her leadership, Tatum raised annual alumni giving to 41 percent and raised \$157.8 million and garnered the support of 71 percent of the school's nearly 17,000 alumnae.

In addition to Cole and Tatum, former Fisk University president Dr. Charles S. Johnson was also an example of how excellent fundraising efforts by a president of an HBCU can change the college's economic path. During his tenure as president of Fisk University in the 1950s, Charles S. Johnson, who was president of the university from 1946-56, was considered the leader to emulate in the area of fundraising for HBCUs (Gasman, 2000). According to Gilpin (1973) during Johnson's presidency, Fisk built five major buildings and doubled its educational budget while adding over a million dollars to its endowment.

These are three examples of exceptional fundraising efforts by current and past presidents of HBCUs. While the times have changed since Johnson served as president of Fisk University and Cole and Tatum's tenure as presidents of Spelman College, the facts remain the same that the opportunities for increased fundraising are available. The issue seems to be that many HBCUs have been very slow to implement the strategies that can garner the results that were experienced by the example of these three presidents.

HBCUs such as Spelman College and Fisk University have successfully launched fundraising campaigns that have raised funds that collectively total in the millions (Gasman, 2001). Although the method of fundraising these two institutions have implemented can serve as a model for others to duplicate, for many others this accomplishment can be quite difficult. In an effort to increase the body of knowledge with respect to presidents' fundraising at HBCUs, this study examined the role of the president in fundraising at HBCUs.

PURPOSE

The purpose of this study was to examine HBCU presidents' approaches to fundraising.

- Examine the fundraising approaches used by the presidents of selected HBCU institutions
- Examine the differences between HBCU presidents' fundraising approaches
- Examine if fundraising approaches affect the level of funds raised

RESEARCH QUESTIONS

This study addressed the following questions: (1) What are the fundraising approaches adopted by each president? (2) What are the differences in fundraising approaches used by each HBCU president? (3) How do their fundraising approaches affect the level of funds raised by the president?

DEFINITION OF TERMS

Fundraising – the organized activity or an instance of soliciting money or pledges, as for charitable organizations or political campaigns (Herley, 2012).

Historically Black College or University (HBCU) – higher education institutions founded before 1964 for the exclusive purpose of educating Black Americans (Garibaldi, 1984).

Predominantly White Institutions (PWI) – In contrast to HBCUs, these colleges and universities mainly serve to educate the majority White population, though they have received no specific legal classification as such (Berry, 2005).

President – An individual who serves as the chief executive officer of the educational institution or campus (Ausmer, 2009).

Private HBCU – historically Black colleges and universities that were established and funded without state government support (Redd, 1998).

Public HBCU – historically Black colleges and universities that are subsidized with federal and/or state monies, governed by commissioners and state-appointed boards (Stovall, 2004).

SIGNIFICANCE OF THE STUDY

Presidents of colleges and universities face many challenges during their tenure as heads of their institutions. One of the major challenges faced is that of raising funds for their institution. No other institutional officer can create the vision, establish university-wide priorities, or make the case for support as effectively as the president (Hodson, 2010). The challenges faced by presidents of HBCUs are even greater than those experienced by those who are presidents of PWIs. Black college presidents are faced with numerous challenges, particularly in fiscal matters (Ricard & Brown, 2008). In addition, Lomax (2006) stated that the fundraising challenge facing many of the historically black colleges is they have not had as strong a base of donors—alumni, organizations, corporations, or wealthy individuals as PWIs.

Founded in many cases by Whites and White-controlled foundations, the educational mission of a large number of the HBCUs reflected the universal view prevailing in the 19th century that Negroes were a lesser breed possessed of inferior intelligence (Cozart, Starks, Hope, Nelson, & Johnson, 1997). In addition to this school of thought, Carter G. Woodson (1972) argued that it is often said, too, that the time is not ripe for Negroes to take over the

administration of their institutions, for they do not have the contacts for raising money; but what becomes of this argument when we remember what Booker T. Washington did for Tuskegee and observe what R.R. Moton and John Hope are doing today? Another challenge faced by HBCU presidents was that of the culture in the U.S. during the era of segregation. Racism and Jim Crow mentalities made it incredibly difficult for HBCU leaders to perform their duties, protect their students, and maintain the integrity of their campuses (Gasman, et al., 2010).

While the Jim Crow mentalities have dissipated and racism has greatly subsided, HBCU college presidents continue to face many obstacles in raising funds for their colleges. One of the major issues is obtaining funds at the same levels as PWIs from foundations and corporations (Gasman, 2010). According to Lomax (2005), HBCUs still do not get the same level of support from foundations and corporations than that of the majority institutions. There is some resistance in the corporate community to treating historically black institutions on par with majority institutions. Gasman and Drezner (2008) add that historical research reveals discrimination by corporations and foundations allocating funds to higher education, with HBCUs, save for a few examples, garnering substantially less money in their efforts to raise funds. Until corporations and foundations see the value in supporting HBCUs, this gap in donation levels will continue to remain.

The significance of this study was to contribute to the scholarly literature and increase the body of knowledge concerning HBCUs and their financial challenges. This study also provided a background and history of HBCUs and the funding policies that have affected these colleges and universities. Additionally, the study also sought to bring awareness to the various challenges that

presidents of HBCUs face as they seek to keep the doors of their institution open and the approaches employed in order to meet these challenges.

DELIMITATIONS

This study examined college presidents' approaches to fundraising at selected HBCUs in the South Eastern region of the United States. The category of higher education institutions in this study was four-year HBCUs in the states of Florida, Georgia and South Carolina. Therefore, the results of the study were not applicable to traditional white institutions or two-year HBCUs in other parts of the United States.

ORGANIZATION OF THE STUDY

Chapter one provided an introduction and background to the study, it discussed the problem statement, and purpose of the study, research questions, definition of terms, its significance and its delimitations. Chapter two presents an extensive review of the related literature and provided the context for the study through an examination of the history of fundraising in higher education and the role of the president in fundraising in higher education as well as a historical view of the HBCUs. This is followed by a review of relevant empirical literature that focused on behaviors, practices, and strategies associated with funding of the HBCUs. In addition, the review of literature focused on the strategies used to successfully raise funds at HBCUs. Chapter three discusses the procedures and research methods that were used to conduct the study. Chapter four presents the findings and discussion of the data collected from HBCU presidents. Finally, Chapter five provides the conclusion of the study, implications for HBCU presidents and recommendations for further research.

CHAPTER SUMMARY

Chapter One of the study discussed education in the United States for African-Americans during slavery, and after emancipation in 1865 as well as the creation of HBCUs thereafter. It informs the reader of various hardships experienced by HBCUs and the threats of closures that many have experienced since the desegregation of PWIs. It tells of the issues of enrollment at HBCUs and the ups and downs they have experienced due to acceptance of African American students at PWIs. In addition, this chapter makes the reader aware of the constant criticisms and lack of support experienced by HBCUs as their relevance continues to come into question during this era of collegiate desegregation. Through loss of accreditation due to financial difficulties and threats of mergers with PWIs, the survival of HBCUs continue to be an unending fight.

Next, this chapter examined HBCU presidents' fundraising role in higher education as the primary fundraiser as well as their ability to share the story of the college as well as the stories of many of the students enrolled in the college. In addition, this chapter conveys to the reader the importance building relationships with potential donors as they seek to raise funds for the college.

Finally, this chapter enlightens the reader to the current landscape of HBCUs and how they continue to be affected by lack of adequate funding through federal and state policies that disproportionately award funds in greater amounts to PWIs. This kind of discrimination and racial separation continue to be a cause of the closure of many HBCUs.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The review of literature for this study provides a foundation for the study by examining the broad history of fundraising in higher education as well as the historical role college presidents have played in fundraising. It also provides a historical view of HBCUs and a breakdown on federal and state funding of HBCUs to include the federal laws passed that assisted in the development of these institutions, but also the barriers that were experienced during their development. Finally, the review of literature focuses on the differences in fundraising at PWIs and HBCUs as well as strategies of fundraising that have successfully been implemented at HBCUs.

Conceptual Framework

In this study a blend of existing theories and was be used to construct the conceptual framework. According to Kobayashi & Rump (2015), using a diverse set of theories will allow the reader to gain a better understanding of the empirical phenomenon which cannot be understood or described in depth by one theoretical approach alone. Therefore, the conceptual framework addresses the cultural and social aspects of race and the role it plays in the participant's environment through the use of Critical Race Theory and the relationship between presidents and benefactors through Social Exchange Theory. Stakeholder Theory is used to address and identify the parties that exist to support the organization as well as how the stakeholders' interests are met. Lastly, Transformational Leadership Theory is used to address

the leadership elements of the participants and how they communicate their vision and strategies for their fundraising campaigns.

Critical Race Theory

Critical Race Theory emerged as a form of legal scholarship that sought to understand how white supremacy and its oppression of people of color has been established and perpetuated (McCoy & Rodricks, 2015). Taylor (2009) notes critical race theory examines the unequal and unjust distribution of power and resources along political, economic, racial, and gendered lines with the support and legitimacy of the legal system. The use of critical race theory in higher education is especially important as it is also used to examine the barriers that African-Americans experience in educational systems. As a theoretical construct, critical race explains how traditional aspects of education and structures supporting educational systems perpetuate racism and maintain subordinate and dominant racial positions on college and university campuses (Patton, McEwen, Rendon, Howard-Hamilton, 2007). According to McCoy & Rodricks (2015), Critical Race Theory has been used to examine numerous issues that affect People of Color and their lived experiences in the United States (US) higher education system. Whether a student, faculty member or staff member, people of color have experienced varying barriers within higher education environments (McCoy & Rodricks, 2015). According to Taylor (2009), racial analysis can be used to enhance scholars' and practitioners' understandings of the educational barriers that affect people of color.

Critical Race Theory has been used in previous studies such as Harper (2009), *Niggers no more: A critical race counternarrative on Black male student achievement at predominantly white colleges and universities* to examine the experiences of African-American

students and Stanley (2006), *Coloring the academic landscape: Faculty of color breaking the silence in predominantly White colleges and universities* to examine the experiences of African-American faculty members. For the purpose of this study, critical race theory is used to examine the barriers that presidents of HBCUs face when seeking funds from white benefactors.

Social Exchange Theory

According to Lambe, Wittmann & Spekman (2001), Social Exchange Theory, is a sociological theory that views social behavior as an exchange process that may result in both economic and social outcomes. Social Exchange Theory is used to explain the relationships that form as a result of the dependence and inter-dependence of individuals through risks and rewards (Lambe et al., 2001). Social Exchange Theory was developed through the work of George Homans (1961), Peter Blau (1964), and Richard Emerson (1962). Homans (1961) defined social exchange as the exchange of activity, tangible or intangible, and more or less rewarding or costly, between at least two persons.

Emerson (1962) stated social relations entail ties of mutual dependence between two parties who control or influence the other's conduct. Blau (1964) on the other hand, viewed social exchange as the voluntary actions of individuals that are motivated by the returns they are expected to bring and typically do in fact bring from others. Cook & Rice (2003) notes that Blau focused primarily on the reciprocal exchange of extrinsic benefits and the forms of association and emergent social structures that this kind of social interaction created. It is this form of social exchange that is distinct to the relationship between presidents and benefactors.

This theory is important to this study as it is used to explain the importance of the relationships that presidents form with potential benefactors as they seek to obtain funds to

benefit their college or university. Lambe et al. (2001) further notes that Peter Blau (1964) found that people seek to obtain rewards from social associations including both social and economic rewards. This framework has been used in previous studies, such as Anderson and Narus (1990) *A Model of Distributor Firm and Manufacturer Firm Working Partnerships* study as well as Lambe, Spekman & Hunt (1999) *Interimistic Relational Exchange: Conceptual and Propositional Development* to examine business-to-business relational exchanges and is used in this study to do the same. Although most higher education institutions are non-profit, there are still exchanges that take place between presidents of colleges and for-profit organizations that help in meeting specified goals. Exchanges may include partnerships, internship and co-op agreements, as well as monetary donations and backing of specified programs.

Stakeholder Theory

Stakeholder theory states that organizations are collections of several different parties, each with its own goals and objectives (Stacy, 2013). Freeman, Harrison, Wicks, Parmar & De Colle (2010), defined stakeholder as those groups without whose support the organization would cease to exist and includes shareowners, employees, customers, suppliers, lenders and society. For the purpose of this study, stakeholder theory is applied to higher education leadership and stakeholders will be identified as students, alumni, faculty, staff, benefactors and society. According to Harrison, Freeman, & Sa de Abreu (2015), Stakeholder Theory is effective because it harnesses the energy of stakeholders towards the fulfillment of the organization's goals. Stakeholders are also the beneficiaries of the services provided by the organization. The Builder Beneficiary Funding Model focuses on the organization's ability to build long-term relationships with donors who have benefited from the services they provide (Foster, Kim & Christensen,

2009). Therefore, this funding model should be used by the college or university to identify the methods in which the organization seeks support from its stakeholders.

Transformational Leadership Theory

Transformational Leadership Theory is about leadership with values and meaning that focus on high order needs (Varol & Varol, 2012). Transformational leaders tend to have the attributes to learn across their specialist discipline (Basham, 2012). Burns (1978) defined transformation leadership as a process in which leaders and followers help each other to advance to a higher level of morale and motivation. Bass (1985) further extended the work of Burns (1978) to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance. There are four major components of transformational leadership which include idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Bass, 1985).

As transformational leaders, college presidents must be able to set goals and positively influence and engage their stakeholders. According to Basham (2012), the leader sets high standards and purposes for the follower, engaging them through inspiration, exemplary practice, collaboration, and trust and responding to change quickly as well as bring out the best in people. College presidents are measured largely by his or her capacity for institutional leadership and for performing these functions with empowered and authoritative delegated teams while being visionaries and concerned about charting a mission and direction (Basham, 2012). Figure 1 displays the interconnection of these theories to form the HBCU Presidential Fundraising conceptual framework.

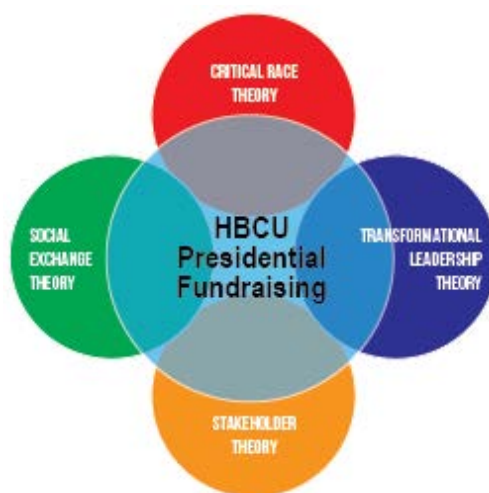


Figure 1. HBCU Presidential Fundraising – A Conceptual Framework

History of Fundraising in U.S. Higher Education

Fundraising in higher education in the United States (US) began with the establishment of the first institution of higher learning—Harvard College. The college originated in 1638 through a grant made by Reverend John Harvard. Since then wealthy benefactors such as Johns Hopkins, Leland and Jane Stanford and Ezra Cornell began to shape the collegiate landscape by contributing funds for the establishment of colleges in their names. These and other benefactors continued to regularly bequeath large gifts to these colleges in order to build their wealth (Bradburd & Mann, 1993).

Benefaction in the United States (US) remained primarily a prerogative and a responsibility of the wealthy and of the businessman until the end of the nineteenth century, particularly at the elite colleges and universities, which normally sought funds privately and discretely (Kimball, 2015). According to Kimball & Johnson (2012), Johns Hopkins gifted \$3,500,000 in 1873, Leland and Jane Stanford gifted \$20,000,000 in 1885 and Ezra Cornell gifted \$5,500,000 in 1900 to their namesake institutions. In addition, the \$34,700,000 given by

Rockefeller to the University of Chicago, the John W. Sterling bequest of \$15,000,000 to Yale in 1918, and the Henry C. Frick bequest of \$15,000,000 to Princeton in 1919 helped to create some of the largest endowments in the nation for these universities (Kimball & Johnson, 2012).

Fundraising in the form of campaigns and mass giving came of age between 1890 and 1920. Organized campaigns and mass giving were divergent approaches to the norm of fundraising at elite colleges and universities as this was perceived as begging. This unprecedented form of fundraising began to become more appealing as alumni took the reins to lead the efforts of raising funds for their alma mater (Kimball, 2015). According to Kimball (2015), independent groups of alumni of Harvard and Yale initiated the new ventures of fundraising campaigns and mass giving and departed from the customary approach to fundraising at their alma mater. Kimball (2015) further noted that during the 1920s, hundreds of other colleges and universities adopted the annual solicitation of alumni or the periodic multiyear fundraising campaign. This form of fundraising remains the primary source of income used by many institutions to build their endowments today.

The Historical Role of College Presidents in Fundraising

The American college president was the unquestioned authority in the colonial era of America and was responsible for all college operations as well as served as the liaison between members of the college and the governing board (Cohen & Kisker, 2010). Collegiate fundraising at wealthy colleges and universities, however, was historically the responsibility of the benefactors and governing boards (Kimball & Johnson, 2012). Presidents viewed their primary responsibility as developing the academic programs of the university and maintaining the order of the students.

The role of the college president began to change during the mid-to-late 19th century as it began to evolve to include some fundraising duties due to the change in society as the industrial revolution was ushered in. The role of the college president further evolved to include fundraising as one of his or her primary duties as the colleges experienced unprecedented growth in the student body during the 20th century. According to Cummins (2013), from the early 1940s to the early 1980s the nation experienced a phenomenal and uninterrupted increase in the number of students attending college and saw the largest student growth in American higher education during that period.

As the higher education landscape changed due to an increased number of students attending college, this affected institutional operating costs. While operational costs increased, the level of government funding decreased, thereby moving presidents into the role of chief fundraiser. According to Bourgeois (2016), ongoing drops in state and federal resources have left universities of all sizes struggling for new sources of revenue. Philanthropic support is the most obvious alternative, so today's institutional leaders are expected to serve as chief fundraiser and friend-raiser (Bourgeois, 2016).

The History of the Historically Black College and University

During the many years of slavery, education for African-Americans in the United States was virtually non-existent and not seen as necessary. Although this was the thought of a vast majority of White Americans, primarily in the South, there were some who attempted to educate slaves. Bearing in mind that not every African-American was a slave, many sought higher levels of education in formal settings prior to the beginning of the Civil War which began in April 1861. The end of the Civil War in 1865, the Emancipation Proclamation as well as the

ratification of the Thirteenth Amendment opened the doors that gave all African-Americans their freedom and the ability to obtain an education at schools that were specifically founded for them.

This was the beginning of the founding of many of the HBCUs. HBCUs are institutions that were created before 1964 with the purpose or mission to educate African-Americans (Stewart, Wright, Perry & Rankin, 2008). Prior to the Civil War, there was no structured higher education system for Black students and public policy and certain statutory provisions prohibited the education of Blacks in various parts of the nation (Hill, 1984). The U.S. Department of Education (1991) records the Institute for Colored Youth, the first higher education institution for Blacks, was founded in Cheyney, Pennsylvania, in 1837. Cheyney University was followed by two other black institutions--Lincoln University, in Pennsylvania (1854), and Wilberforce University, in Ohio (1856) (U.S. Department of Education, 1991). Lincoln University was founded as The Ashman Institute, and renamed in 1866 after President Abraham Lincoln.

Founded in many cases by Whites and White-controlled foundations, the educational mission of a large number of the HBCUs reflected the universal view prevailing in the 19th century that Negroes were a lesser breed possessed of inferior intelligence (Cozart, Starks, Hope, Nelson & Johnson, 1997). The benevolence of these missionaries was tinged in self-interest and often racism with goals to Christianize the freedmen and convert them to their brand of Christianity (Gasman et al., 2010). The mission of many of the schools was to help the emancipated slaves to become contributing citizens in their respective communities by teaching trades or training them as teachers or preachers.

Funding the HBCU

White educators, politicians, executives, and others not only served as teachers and administrators of the HBCUs, but they were also fundraisers for the institutions. They were able to obtain funding from wealthy benefactors in order to continue the education of Blacks but were also very reluctant to release control of the institutions to Black people (Cozart, Starks, Hope, Nelson & Johnson, 1997). Fairclough (2007) noted while corporate philanthropies provided financial support, they also exercised power and influence in Black education and looked to native white southerners to advise how to spend their money. In addition to funding received from benefactors of the white administrators of the HBCUs, legislation was created at both the federal and state level to assist in the development of the newly created schools for freed slaves. Aid for HBCUs began with the Freedmen's Bureau Act and the Land Grant Colleges Act, and was further expanded with the GI Bill, the Civil Rights and Higher Education Acts, as well as present day legislation that has been amended, adapted or expanded to continue funding HBCUs (Kujovich, 1993; Allen et al., 2007). HBCUs have seen an increase in funding over the past 10 years in absolute terms, but still remains only a small fraction of the total awarded to all U.S. colleges and universities (Gasman, 2010). Kujovich (1993) noted while funding for higher education increased over time as a whole, HBCUs have been historically and consistently underfunded from their inception.

Federal and state policies governing education funding, and particularly higher education institutions, have played a significant role in the shaping of the Traditionally White Institutions (TWIs) also referred to as the PWI, as well as HBCUs. This shaping has specifically taken place through the funding of the PWIs or lack thereof in the case of the Public Black Colleges in the

United States (US). According to Gasman et al. (2010), Congress passed the first major legislation to shape the education of Blacks with the Freedmen's Bureau Acts of 1865 and 1868, which established the Bureau of Refugees, Freedmen, and Abandoned Lands as an agency in the War Department. This legislative act cleared the way for the Freedmen's Society to build schools to specifically educate former slaves. The government realized that it was necessary for the former slaves to be trained formally and educated in order that they would be able to earn a living and contribute to the economy. In order to educate the former slaves, land was made available to build HBCUs.

The Land-Grant Colleges Act of 1862 was passed by Congress to establish specialized institutions of higher education. Also known as the Morrill Act, this piece of legislation was passed prior to the Emancipation Proclamation and allowed states to use federal land in order to build institutions that would allow its students to specialize in agriculture and mechanical arts (Johnston, 2007). While not intended for the education of African-Americans, from the Morrill Act, three Black Schools were among those that were built—Alcorn State University in Mississippi, Hampton University in Virginia, and Claflin University in South Carolina (Gasman et al., 2010). Although these institutions were built due to government funding, it was not the concern of the states to continue to provide support for the educating of African-Americans. However, in 1887, Congress passed the Hatch Act and set in motion the approach that many states would take toward the funding of Public Black Colleges (Stefkovich & Leas, 1994; Lee & Keys, 2013). According to Stefkovich and Leas (1994) the Hatch Act of 1887, which funded state agricultural experiment stations at colleges and universities throughout the United States,

mandated that monies should be equally divided between White and Black institutions unless the state legislature deemed otherwise.

With this wording and obvious loophole, inexplicit permission to ignore the funding for Black institutions was given. In addition, states throughout the South made no attempts to create schools for the education of the African-Americans until the passing of the second Morrill Act in 1890. Gasman et al. (2010) noted that the new legislation stated that no money shall be paid out under this act to any State or Territory for the support and maintenance of a college where a distinction of race or color is made in the admission of students, but the establishment and maintenance of such colleges separately for white and colored students shall be held to be in compliance with the provisions of this act if the funds received in such State or Territory be equitably divided. In essence, the second passage of the Morrill Act required that the states educate African-Americans in order to receive funding for their own schools, which made it possible for other HBCUs to be established. It also provided a more reliable source of funding for the Black institutions.

Unfortunately, the wording of the second passage of the Morrill Act further solidified de jure segregation, which was legally mandated as designed by law (Harris & Worthen, 2004; Lee & Keys, 2013). Harris and Worthen (2004) further noted that although the Morrill Act provided funding for the operation of these institutions, it did not provide financial endowments that matched those of predominantly white land-grant institutions. Through the Morrill Act, funding for quality higher education was made available at a proportionally higher rate for the white institutions than it was for the Black institutions. The funds that were made available to the Black institutions were so limited and insufficient, that it made it increasingly difficult for the

HBCUs to perform and provide the necessary services to students that the white institutions were able to provide to their students (Kujovich, 1993). According to Allen et al., (2007) the lack of state or federal support caused HBCUs to often suffer from a shortage of financial resources and adequately trained staff.

In 1914, the Smith-Lever Act was passed to assist rural land-grant institutions. This act was created to provide funding to the states based on their rural population. It required states to match funds distributed to the states' land-grant colleges. Although these funds were substantial in amounts, the funding was only made to the white land-grant colleges while Black land-grant colleges were ignored. Separate but equal was the law of the land and while facilities and schools were separate, the distribution of funds was never equal because those responsible for the equitable distribution of funds would not do so. Funding from the federal government to the Black institutions was calculated based on the percentage of the Black population in the region. According to Kujovich (1993), because Blacks constituted 23 percent of the region's population in 1930, the federal allocation achieved "proportionality," if not equality. A 1939 study revealed that Blacks composed of 25 to 27 percent of the southern region's population in the 1920s and 1930s, but their land-grant colleges received only three to eight percent of all federal funds (Gordon, 2014). Allocated funds from the federal government were calculated in such a manner that it was impossible for Black institutions to bridge the gap with white institutions.

Throughout this time, African-Americans continued to be marginalized because of their enthusiasm and hunger for learning. Kujovich (1993) noted that in the context of a general hostility toward and fear of Black education, state support for training of Black teachers was usually given, if at all, only as an unpleasant alternative to the intrusion of northern white

teachers in Black elementary schools. White supremacists wanted to control and limit Black education but the job of training Black teachers had fallen by default to the private schools founded by the freedmen's aid societies of northern churches (Fairclough, 2007). This lack of support and outright denial of funds to create programs also included denied opportunities for Black institutions to provide military training (Kujovich, 1993). While funding was made available to white land-grant institutions to create ROTC programs, Black land-grant institutions were continually denied those opportunities for many years (Kujovich, 1993). In 1868 Hampton University was the first African-American institution to offer military training among HBCUs although there was no official connection to the U.S. military (Cox, 2013). After 19 years of continually applying for the program, West Virginia State College was finally granted permission to create a federally funded ROTC unit in 1942 and by the end of World War II, North Carolina and Texas were the only other two states that gave permission to the Black institutions in their states to form ROTC units (Kujovich, 1993). After the end of World War II, an additional five units were added to Black institutions. The end of World War II brought soldiers home who were seeking opportunities for education and the federal government made provisions for these soldiers through the GI Bill (Kujovich, 1993).

The GI Bill of Rights Act (also known as the GI Bill), was passed in 1944 as the Serviceman's Readjustment Act. This legislation was created to assist soldiers returning from World War II with obtaining their degree. The GI Bill made it possible for veterans to access educational opportunities, but it especially opened the door for African-American servicemen and paid for many Black veterans to go to college and graduate school (Hill, 1984; Callahan, 2013). While the GI Bill made education accessible, facilities at the Black institutions to educate

these servicemen were not available due to the history of underfunding that they experienced (Gasman et al., 2010). Turner and Bound (2003) noted that by 1947 the states' longstanding practice of underfunding HBCUs resulted in an estimated twenty thousand Black veterans' being turned away by Black colleges because of a shortage of facilities and resources. While 35 percent of Black servicemen who returned from World War II were enthusiastic about furthering their education, only four percent were able to use the benefits of the GI Bill because black colleges were not equipped to accommodate them (Gasman et al., 2010).

The Civil Rights Act of 1964 produced Title VI, which helped to create more access to higher education for African-Americans. Title VI further gained strength with the passage of the Higher Education Act (HEA) of 1965. Specifically, Title III of the HEA strengthened HBCUs by providing direct financial aid to the institutions. Beginning with the 1986 amendment to the HEA, federal funds were explicitly granted to improve programs and management of the HBCUs. This turn in the tide of HBCU funding indicated that the federal government saw the need to preserve these schools as viable parts of the nation's educational system. There have been further amendments to Title III of the HEA which created programs aimed directly for minority serving institutions including the HBCU Capital Financing Program in 1992 and the Minority Science and Engineering Improvement Program in 1998. In addition, the College Cost Reduction and Access Act was also enacted along with the Higher Education Opportunity Act of 2008. These acts were created to assist minority students with access to higher education opportunities. However, there is much more that is needed in terms of upgrading the facilities at Black institutions and providing the level of services offered at white institutions. According to Sav (1997), since 1970 courts have handed down rulings concerning the need for implementing

financial improvements of facilities and academics at public HBCUs in a total of 18 states. The 1980s also witnessed lawsuits claiming that higher education funding allocations by state legislators and agencies were in violation of Title VI mandates and discriminatory against HBCUs due to the absence of equality in college and university facilities, libraries and program offerings (Sav, 2010). Many felt that states have treated public HBCUs better, not necessarily equally, only because court rulings have held states' feet to the fire.

Although each president since Jimmy Carter has strengthened or amended the White House Initiative programs that support HBCUs, there is still a wide gap that exists between the HBCUs and PWIs (Minor, 2008). Minor (2008) also stated that the evidence suggests that the White House Initiative has had little effect over time on the level of federal grant awards to HBCUs relative to PWIs. Further, Minor (2008) noted that although federal funding for all institutions of higher education increased over 40 percent during the period of 1993 to 2002, funding to HBCUs increased only 24 percent. Due to the change in the global economy, funding for higher education has decreased and institutions have had to rely on other sources of funding in order to continue operating. Where colleges had heavily depended on federal and state funding, many have changed their model of doing business. According to St. John et al. (2013), during the transition to the global economy, states have shifted to relying more substantially on tuition as a substitute for tax dollars for public higher education (or privatization), which accounts for the substantial increases in tuition charges over the past decade. This practice has been clearly evident in states like New York, where the public system is a state agency and tuition are appropriated by legislature (St. John et al., 2013). As this global change has impacted higher education institutions as a whole, PWIs have been able to raise tuition in order to

substitute for tax dollars. On the other hand, HBCUs are finding it increasingly difficult to successfully make that transition because smaller revenues are acquired in comparison to the PWIs.

According to Kujovich (1993), for nearly a century after freedom from enslavement and enforced illiteracy, the nation's answer to Black Americans' desire and enthusiasm for learning was consistent and pervasive discrimination. African-Americans viewed education as the ultimate emancipator, enabling them to distance themselves from slavery and achieve social mobility (Allen et al., 2007). The discrimination encouraged and practiced by the separate but equal system guaranteed that African-Americans would never be treated as equals where education was concerned.

Fundraising at PWIs

Fundraising at higher education institutions primarily stem from their alumni and their history of giving. Alumni giving is extremely important, as benefactors and philanthropists are always interested in how alumni support their institutions (Williams, 2010). From their initial establishment, PWIs have had great success in obtaining funds through their alumni as well as benefactors and philanthropists. According to Strickland (2007), the historic relationship between philanthropy and higher education has been one of creating and building institutions. Business philanthropy has played a substantial role in higher education by filling the gap between the church-supported colleges of the colonial period and the state colleges and universities of later years (Wren, 1983).

This trend has continued over time as many of the well-known and well established PWIs continue to garner support from their alumni and business philanthropists. Studies such as

Satterwhite & Cedja (2005) *Higher education fund raising: What is the president to do?*, Weerts & Ronca (2009) *Using classification trees to predict alumni giving for higher education* and Frank (2014) *Twenty-five years of giving: Using a national data set to examine private support for higher education* have all focused on fundraising at PWIs. These studies focused on the important role that presidents, alumni and private benefactors play in the success of fundraising efforts in higher education. The Council for Aid to Education (2016) announced that colleges and universities raised a record \$40.30 billion in 2015 and the top 20 fundraising institutions together raised \$11.56 billion, 28.7 percent of the 2015 total. The top fundraiser was Stanford University, which raised \$1.63 billion, the most ever reported on the VSE survey while Harvard University raised \$1.05 billion (Council for Aid Education, 2016). Harvard is on course as it continues its massive fundraising effort surpassing the \$7 billion mark through its campaign that began in September 2013 and set to conclude in 2018 (Rosenburg, 2016). Although alumni and non-alumni giving increased by double-digit percentages between 2014 and 2015, eight gifts of \$100 million or more played a significant role in the institutions reaching this milestone in fundraising (Council for Aid Education, 2016). Fundraising of this magnitude for PWIs, which garner the top 20 spots on this list, further magnify the vast difference in funds raised by PWIs and those raised by HBCUs. While one gift of \$100 million or more is given to one PWI, many HBCUs never see that level of giving during their lifetime.

Fundraising at HBCUs

Fundraising for HBCUs has been a challenge for decades. Tindall (2007) *Fund-raising models at public historically black colleges and universities*, Barrett (2006), *How strategic presidential leadership and institutional culture influenced fund-raising effectiveness at Spelman*

College, and Roy-Rasheed (2012) *Alumni giving: A case study of the factors that influence philanthropic behavior of alumni donors of historically Black colleges and universities* are several of the studies that have focused on successes and challenges of fundraising at HBCUs. Many of these institutions continue to face fiscal challenges and must find new ways of raising capital and sustaining support. Obtaining funds from benefactors at the rate that PWIs are gifted very rarely occur for HBCUs. HBCU presidents must spend much of their time and efforts in obtaining funds from philanthropic organizations and private donors — largely those in the white community (Gasman, 2001; Gasman & Drezner, 2008). From the inception of HBCUs, the funding system of white benefactors and philanthropists showed a tendency to control Black education for their own benefit (Gasman, 2007). Unfortunately, as the management and control of HBCUs shifted from white presidents and leaders to African-Americans, the money began to dry up.

While PWIs are capable of raising funds in the hundreds of millions and sometimes billions in a single fiscal year, HBCUs struggle to meet those levels of giving during a single capital campaign. Alabama A & M University in Huntsville, Alabama, set a capital fundraising goal of \$16.25 million and has surpassed that goal, raising nearly \$25 million (Aiello, 2016). In 2010, West Virginia State University began its first ever capital campaign with a goal to raise \$18 million dollars and exceeded that goal in April 2016 by raising \$19.6 million (Speciale, 2016). In 2015, Spelman College in Atlanta, Georgia ended its 10-year capital campaign, raising over \$157 million dollars and exceeding its \$150 million goal. This is the largest capital campaign amount raised in the history of the school (Spelman.edu, 2014). HBCUs struggle to

garner the level of fundraising dollars regularly seen by many PWIs and this disadvantage continues to keep these institutions in such a position.

In addition to solicitation of funds from benefactors, obtaining philanthropic dollars from alumni of HBCUs is extremely difficult due to the general economic state of African-Americans. Plumer (2013) reports that from 1983 to 2010, average family wealth for whites has been six times that of Blacks and Hispanics — the gap in actual dollars growing as average wealth increased for both groups. Obtaining funds from HBCU alumni on a greater and more consistent basis will always prove difficult until this economic gap is reduced significantly. Alumni are the proof in the pudding. If we are going to get support from the larger community, we have got to demonstrate that the people who benefited from us directly do care (Gasman, 2001). According to Gasman & Bowman (2012) alumni must give on a regular basis to change the HBCU mentality from survive to thrive. Owing to a lack of access to wealth on the part of African-Americans as well as discrimination on the part of white individual, foundation and corporate donors, HBCUs have had to battle to raise money (Gasman, 2010). Current HBCU presidents must find ways in which to bridge this gap and convince philanthropists why it is in their best interest to support their institution.

CHAPTER SUMMARY

The history of higher education is one that has found its success or failure in funding. Whether funds obtained have been privately received or through federal or state funding, the ability for an institution to thrive has been based on the funds received. Many of the first colleges and universities, whether HBCUs or PWIs in the US, had this in common—were formed and

funded by churches. When federal legislation was passed in the form of the Morrill Act of 1862, additional schools were established thus beginning the funding of state colleges and universities.

Although they were established in similar fashion, the funding of the PWI and the HBCU were drastically different. According to Kujovich (1993), just as the Black population was denied access to the benefits offered by white land grant universities, so it was denied the funds necessary for the Black institutions to perform the functions of their white counterparts.

According to Gasman (2007), between 1903 and 1964, the General Education Board (GEB) gifts to Black colleges exceeded \$63 million — an impressive figure, but only about a fifth of what it gave to white institutions. The data shows that HBCUs contribute significantly not only to the local economies in which they reside, but to the national economy as well; and in spite of fewer resources. (Collins-Muhammad, 2016). Consequently, HBCUs have had to do more with less while still producing the majority of the nation's black professionals and scholars (Hawkins, 2004). The college's ability to raise funds through solicitations from benefactors and alumni has played a significant role in the survival of the HBCU.

Regardless of how they began and the numerous battles fought, HBCUs have proven they are a force to be reckoned with time and again. Battles such as education funding policies that was enacted through federal and state government mandates but were not adhered to due to hostility and lack of concern for African-Americans who desired to pursue higher education; issues of desegregation and integration; threats of closure and other peril that have plagued HBCUs have been overcome. Decisions that were made by state legislatures and federal government officials over 100 years ago that shaped the landscape for higher education in the United States (US) are still being felt today but the majority of our institutions have proven

themselves resilient. Students, faculty and staff continue to demonstrate this through their passion and dedication for HBCUs and their respective missions. It is because of that passion that HBCUs continue to fulfill their missions.

CHAPTER THREE

PROCEDURES AND METHODS

The purpose of this study was to examine college presidents' approaches to fundraising at selected Historically Black Colleges or Universities (HBCUs) in the South Eastern region of the United States. This chapter presents the research design that were employed and the methodology that was followed in completing this study.

Qualitative Method

The qualitative method of in-depth interviewing was used in order to develop a deeper understanding of the research problem and address the research questions. Roberts (2013) identified the qualitative approach of interviewing as one that is based on the philosophical orientation called *phenomenology*, which focuses on people's experience from their perspective. Since a person's thinking cannot be observed, interviewing, Dörnyei (2007) argues, is a natural and socially acceptable way of collecting data as it can be used in various situations covering a variety of topics. According to Gubrium (2012) the personal interview is penetrating; it goes to the living source. This type of interview aims to accumulate a variety of uniform responses to a wide scope of predetermined specific questions (Gubrium, 2012). The instruments, data collection method and modes of analysis were standardized. This method was used for this study because it focused on HBCU presidents' experiences and their fund-raising approaches as well as gaining a well-rounded view of who they are as a leader.

Research Questions

The study addressed the following research questions:

1. What are the fundraising approaches adopted by each president?
2. What are the differences in fundraising approaches between each president?
3. How does each president's fundraising approach affect the level of funds raised?

The study was conducted in a seven-step process to examine HBCU college presidents' approaches to fundraising and their experiences. Step one involved the selection of HBCUs for consideration in this study. The institutions were selected from among the 107 HBCUs that are currently in operation across the United States and its territories according to the U.S.

Department of Education. In step two an invitation was extended to the college president of each selected institution via telephone, email or in person to request and schedule an interview.

Step three of the study consisted of providing to each participant the Informed Consent Form which included a synopsis of the study for their review and signature along with the Demographic Fact Sheet for their completion. In step four the researcher met with each participant in person or via Skype to conduct the interview. Prior to beginning the interview, the Informed Consent Form was reviewed again to ensure the participant understood the study and their participation in it. The interview was conducted using previously prepared interview questions. The interview was audio taped using at least two recording devices as well as the researcher making handwritten notes to ensure that all accounts of the interview were reflected. In the case that the interview could not be conducted in person, the interview was conducted via Skype and audio recorded. Notes and recordings were used together in interviewing to improve

accuracy and quality of data (Wellington & Szczerbinski, 2007). According to Alshenqeeti (2014), interviews should not only be illustrative but reflective and critical.

Once the interviews were concluded, the fifth step involved analyzing and interpreting the data by transcribing the interview verbatim and typing up field notes taken during the interview. This step was completed by the principal investigator only. Data analysis in qualitative research involves segmenting and taking apart data and putting it back together to make sense out of the text and image data (Creswell, 2014). Analysis of the data also includes the immersion and reflection into the data as well as taking apart the data (Wellington & Szczerbinski, 2007).

Step six involved the use of a coding scheme from the transcribed files to determine what themes developed. Inter-rater reliability was assessed in order to identify common themes. The assessment of inter-rater reliability provides a way of quantifying the degree of agreement between two or more coders who make independent ratings about a set of subjects (Armstrong, Gosling, Weinman, & Marteau, 1997; Hallgren, 2012). Three coders evaluated the data which included the researcher and two additional researchers; one who holds a doctorate degree and another who is at the least a doctoral student. Coders were able to code and classify the data using code words or labels according to the levels of communication, the relationships and the experiences of the participants. The levels of communication for this study primarily focused on verbal and physical communication to include words used and physical gestures, expressions and movements observed during interviews. The coding included a combination of codes that emerged from the data collected that included topics such as how each president approached fundraising, what their leadership style was and the amount of funds raised during their

presidency. The seventh and final step consisted of interpreting the findings or results of the study. The findings included conclusions that were gleaned from the transcribed data and the themes that emerged. The findings were able to answer the research questions presented in this study.

Participants

According to the U.S. Department of Education, there are currently 107 HBCUs as of May 2015 across the United States and its territories. For this study, participants were selected from four-year public and private colleges or universities in the states of Florida, Georgia and South Carolina. These sites were selected because of their location in proximity to the researcher as well as number of HBCUs in each state. Within the states of Florida, Georgia and South Carolina, there are a total of 16 four-year HBCUs – four in Florida, six in Georgia and six in South Carolina. Of those, in Florida, one is classified as a state university and the remaining three are private colleges or universities. In Georgia, there are three state classified universities and three private colleges or universities while South Carolina has one state and five private schools respectively.

The participants for this study were a purposive sample consisting of current (sitting) presidents of the HBCUs in the states of Florida, Georgia and South Carolina. The presidents (n=16) of the four-year HBCUs in the three states that were invited to participate in this study included both private and public institutions with student populations that ranged from approximately 500 to over 10,000 enrolled college students. College or universities not selected to participate did not meet the criteria to be included in this study. Participants selected were invited to participate in this study via telephone and e-mail, or in person and was requested to

schedule an interview. Once the invitation to participate was accepted, participants from the following colleges or universities were to be interviewed:

Florida

- Bethune Cookman University
- Edward Waters College
- Florida A&M University
- Florida Memorial University

Georgia

- Albany State University
- Clark Atlanta University
- Fort Valley State University
- Morehouse College
- Savannah State University
- Spelman College

South Carolina

- Allen University
- Benedict College
- Claflin University
- Morris College
- South Carolina State University
- Voorhees College

There was a one-on-one interview conducted with the president of each selected institution that accepted the invitation.

Instrumentation

The materials that were used in this study was a demographic fact sheet and interview questions which allowed the participants to share their experiences in raising funds for their institution. A demographic fact sheet was used to collect data about each participant, their institution and their quantitative experience in fundraising (see Appendix A). In addition, an interview protocol was used to guide each interview (see Appendix B). Interview questions were

grouped to focus on obtaining background information about each participant, knowledge of their level of funds raised, and experiences they had while attempting to raise funds. The questions were open-ended questions that allowed the participants to speak to their fundraising approach and how it has impacted the institution. The questions also sought to obtain information about their prior experience in fundraising on behalf of higher education institutions. In addition, the interview questions focused on the challenges each president faced while fundraising. Finally, participants had the opportunity to share information that was not covered in the questions asked or express those thoughts that they were not able to communicate during the interview.

One-on-one interviews took place in person or via Skype if an in-person interview could not be scheduled due to the subject's time conflicts. Each interview was audio recorded using an audio recording device or video recorded if the interview took place via Skype. The data was stored on an encrypted external hard drive and transcribed using the Express Scribe transcription software as well as Microsoft Word to complete the final report. Prior to any participant recruitment for this study, the researcher submitted and gained Institutional Review Board (IRB) of the University of North Florida (UNF) approval.

Data Collection Procedures

The participants (n=16) were selected from individuals who were currently serving as president at the selected HBCU in the states of Florida, Georgia and South Carolina. Once each participant was identified and contact had been made, a conversation about study and background information was given to the potential participant. In addition, an Informed Consent Form which specified information about the study, the participants' rights, and data collection

was forwarded to each participant. Interviews were to be scheduled with participants on each Monday of the week between the times of 9am and 1pm. Participants were then interviewed according to their scheduled time, the data be secured on the encrypted external hard drive and data collection materials were checked to ensure that they were all in good working order.

Data Analysis Procedures

After completing each interview, the interview was transcribed verbatim in order to obtain the language of each participant from audio or video recording to text files. The data were then coded from the text files to determine what themes developed. The data were coded using code words or labels according to the levels of communication, the relationships and the experiences of the participants. The coding included how each president approached fundraising, what their leadership style was and the amount of funds raised during their presidency. As a means of communication, it included how the participants interacted with potential benefactors and philanthropists as well as the institution's alumni and current faculty and staff. In addition, the means in which the relationships are cultivated with those benefactors, philanthropists, alumni and faculty and staff were also coded based on the level of the relationships. In this manner, coding provided a clearer look at the data and created connections that were used to tell as complete a story as possible. Lastly, the results were reported in the analysis and results section of the dissertation.

Role of the Researcher

In qualitative research, the researcher becomes an object in the research process (Patton, 2002; Marshall & Rossman, 2011). The researcher is not detached, neutral and unbiased; what is more, the researcher is embedded within the overall process of the study. According to Denzin

and Lincoln (2012), the qualitative researcher studies things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them.

Therefore, qualitative researchers tend to be interested in the meanings attributed to events by the research participants themselves (Willig, 2013).

In qualitative research, connoisseurship is used. According to Eisner (1998), connoisseurship depends on high levels of intelligence in the domain in which it operates. As such, connoisseurship imposes no obligation to articulate or justify and most often is the quiet act of appreciation (Eisner, 1998). Appreciation is awareness and an understanding of what one has experienced and using that experience as a basis for making judgements about their value (Eisner, 1998).

As the qualitative researcher, understanding the fundraising approaches of HBCU presidents and their experiences is paramount. Gaining insight on the perspectives of my participants and how they view their experiences in their own words allows the reader to see through the eyes of the participants (Patton, 2002). In addition, recognizing how my prior knowledge has influenced this research process is imperative.

My connoisseurship led me to this particular area of study because of the many years I spent on an HBCU campus. I am an African-American woman, a graduate of a public/state HBCU and served as a faculty member at a private HBCU for 14 years. I am the product of Savannah State University in Savannah, GA which is a public institution that is state supported and primarily receives its funding from the State of Georgia. As a faculty member, I am employed at Edward Waters College; a privately funded college in Jacksonville, FL that is

dependent largely on tuition and donations for its funding. Experiences as both a student and faculty member at an HBCU have given me perspective on both sides of this topic.

As an employee at an HBCU, I can be viewed as an insider as I have an understanding of the inner workings of such. As the insider, I have experienced the results of lack of funding and the fear of the doors of the institution permanently being closed. However, as a researcher, I may also be viewed as an outsider as I have not been in the role of an administrator and am studying those who serve as presidents of HBCUs. My interest in the phenomenon being studied is rooted in the number of HBCUs that have lost their accreditation and forced to close their doors due to financial problems while others are stable with relatively large endowments. HBCUs are a vital part of the higher education landscape and the closure of them would be detrimental to higher education and the African-American community.

This investigation was conducted during the spring semester of 2018.

CHAPTER FOUR

RESULTS AND ANALYSIS

The fourth chapter of this study presents the analysis of data collected from personal interviews conducted with the institutional presidents at selected (n=10) Historically Black Colleges and Universities (HBCUs) in the US southeastern states of Florida, Georgia and South Carolina. This study examined the advancement strategies employed by these institutions and specifically their presidents. It also examined the philosophies & experiences currently being employed by these selected college and university presidents. Data analysis involved the use of a thematic approach. This is a method for identifying and interpreting patterns or themes within a given data set (Boyatzis, 1998; Huberman & Miles, 2002; Braun & Clarke, 2006; Braun, Clarke, & Rance, 2014).

The thematic approach has overlapping benefits that can be used as a way of seeing, a way of making sense out of seemingly unrelated material, and a way of analyzing qualitative information (Boyatzis, 1998). A thematic approach can produce analyses that range from basic descriptive accounts to complex conceptual interrogations in the data (Braun & Clarke, 2006; Braun, Clarke, & Rance, 2014). Several techniques were used to analyze the data in this study: (a) inter-rater reliability (Armstrong et al, 1997; Marshall & Rossman 2011; Hallgren, 2014), (b) demographic inquiry (Pressat, 1972), (c) inductive analysis (Patton, 2002; Denzin & Lincoln, 2005; Marshall & Rossman, 2011), and (d) interpretive analysis (Marshall & Rossman, 2006, 2011; Creswell, 2014). Table 1 displays the data analysis strategies used.

Table 1
Data analysis techniques used

Analysis	Strategy
Inter-rater Reliability (Armstrong et al, 1997; Marshall & Rossman, 2011; Hallgren, 2012)	Checking for consistency
Demographic Inquiry (Pressat, 1972)	Analyzing Demographic Fact Sheet Exploring differences and similarities
Inductive Analysis (Patton, 2002; Denzin & Lincoln, 2005; Marshall & Rossman, 2011)	Finding patterns, themes and categories within the data
Interpretive Analysis (Marshall & Rossman, 2006, 2011; Creswell, 2014)	Generating meaning from the data Drawing conclusions

Other methods used for organizing the data included concept mapping and creating a word cloud of specific ideas identified (Novak & Cañas, 2008).

The Role of the Researcher in Data Analysis

My experiences as an African American educator in higher education at a Historically Black College and University (HBCU) played a major role in this research process. My 14 years of experience as an educator on an HBCU campus significantly contributed to the development of my perspective of the difficulty presidents of these higher education institutions may face when attempting to raise funds and have experienced the results of lack of funding and the fear of the doors of the institution permanently being closed. Eisner (2017) noted, connoisseurship is the means through which we come to know the complexities, nuances, and subtleties of aspects of the world in which we have a special interest. While my experiences are specific to the HBCU, my knowledge of fundraising was limited as I have not been in the role of an academic fundraising administrator.

My role as researcher can be viewed as both emic and etic. The researcher's role can be emic as an insider who is a full participant of the activity, program, or phenomenon — or etic as

an outsider with a more objective view (Simon, 2011). Due to the many years spent immersed in the HBCU culture as a student and employee, this provides a unique perspective and permits an emic viewpoint (Pike, 1967; Olive, 2014). This inside view has given me a keen understanding of the positive and negative effects of these fundraising phenomena as a member of the HBCU community. My discernment of the ebb and flow of the inner workings of these institutions such as issues with financial aid as a student and concerns about compensation allowed me to connect with the participants on this shared platform. These experiences are a direct result of funding and institutional fundraising. Consequently, my lack of experience in fundraising permits for an etic viewpoint, which created distance and an opportunity for a new perspective (Pike, 1967; Olive, 2014). Therefore, my etic role as researcher allowed participants to express their knowledge and experiences without my influence.

Finally, my role as researcher permitted me to be a learner in the field. The collection and analysis of the data in this study allowed me to gain understanding of the meaning presidents hold about their role in fundraising at HBCUs. According to Creswell (2014) it is essential that the researcher focus on learning the meaning the participants give to the topic, not the meaning the researchers bring to the research. My appreciation for the study participants' insights and the descriptions of their experiences lead to my acquiring additional knowledge of the phenomenon studied and moved me to give them voice using educational criticism.

Educational criticism interprets and evaluates the phenomenon and helps the reader to see through the use of artful disclosure (Eisner, 2017). While educational connoisseurship is not disclosed, educational criticism is made public. In essence, it helps the reader to make sense of a situation, find meaning in it and apply it to help in learning. Eisner (2017) noted, one can be a

great connoisseur without being a critic, but one cannot be a critic of any kind without some level of connoisseurship.

Analysis of the Data

Participants

The participants for this study were a purposive sample consisting of current (sitting) presidents of the HBCUs in the states of Florida, Georgia and South Carolina. The presidents of four-year HBCUs in the three states were invited to participate in this study and included both private and public institutions with student populations that ranged from approximately 500 to over 10,000 enrolled college students. Of 16 presidents invited to participate, 10 accepted the invitation, four declined and two did not respond. The participants (n=10) from HBCU colleges or universities within the states of Florida, Georgia and South Carolina accepted the invitation and were interviewed (see Appendix E).

Interviews were scheduled by each president's administrative assistant and conducted during the 2018 months of January through March. The interviews (7 of 10) were conducted in-person, face to face, on the college or university campus while the remaining three interviews were conducted via Skype. In-person interviews were scheduled between 1:30pm and 3:30pm Monday through Friday and occurred in the president's office on their respective campuses. Skype interviews were conducted remotely between the hours of 8am and 1pm with the researcher at her residence and the participant in their office on campus. These three interviews were determined by the subjects due to their willingness to participate but acknowledging their hectic calendar to able to meet face to face.

The Demographic Analysis

The presidents in this study oversaw colleges or universities with student populations that averaged approximately 3,146 students. The president who oversaw the largest population of 9800 enrolled students was found at Florida A&M University in Tallahassee, FL with 9800 while the president at Voorhees College in Denmark, South Carolina had the smallest student population of 450. Sixty percent of the participating colleges or universities were private while 40 percent were public institutions. The participants interviewed for this study were primarily male (90%). Of the participants, nine male presidents and one female president were interviewed for this study which is a lower representation than that of the higher education climate in the United States. A national survey taken in 2016 found that 30 percent of college presidents are women (Samsel, 2017). Specifically, at HBCUs the same is true as roughly 30 percent of HBCU presidents are Black women (Gasman, 2016). In the states of Florida, Georgia and South Carolina, four of the 16 HBCUs are led by women — approximately 25 percent.

The data obtained from the Demographic Fact Sheet for this study revealed several factors regarding the sample of participants as shown in the upcoming figures. The tables display each respondent, the number of years in their role as president of their current institution and the amount of funds raised since their arrival. It also specifies the classification of the institution whether private or public. Additionally, the charts display graphics depicting the number of years the president has been leading their current institution, the number of years they have spent in higher education overall, their years of fundraising experience and the number of fundraising campaigns they have led respectively.

Table 2
Funds raised per respondent and years at institution

Participant	Gender	Private/ Publicly Funded Institution	Years as President of Current School	Amount of Funds Raised
Respondent #1	Male	Private	7	\$ 60,000,000.00
Respondent #2	Male	Public	2	\$ 1,000,000.00
Respondent #3	Male	Private	1.5	\$ 1,000,000.00
Respondent #4	Male	Public	2	\$ 34,000,000.00
Respondent #5	Male	Private	23.5	\$ 240,000,000.00
Respondent #6	Male	Public	4	\$ 15,000,000.00
Respondent #7	Male	Private	0.58	\$ 5,500,000.00
Respondent #8	Female	Private	0.5	\$ 2,000,000.00
Respondent #9	Male	Public	3	\$ 5,000,000.00
Respondent #10	Male	Private	0.25	\$ 2,100,000.00

The participants who raised the largest level of funds have served in their role as president for the longest period of time. As the president's time in office increased, their level of funds raised also increased. Additionally, the presidents with the highest level of funds raised both led private institutions.

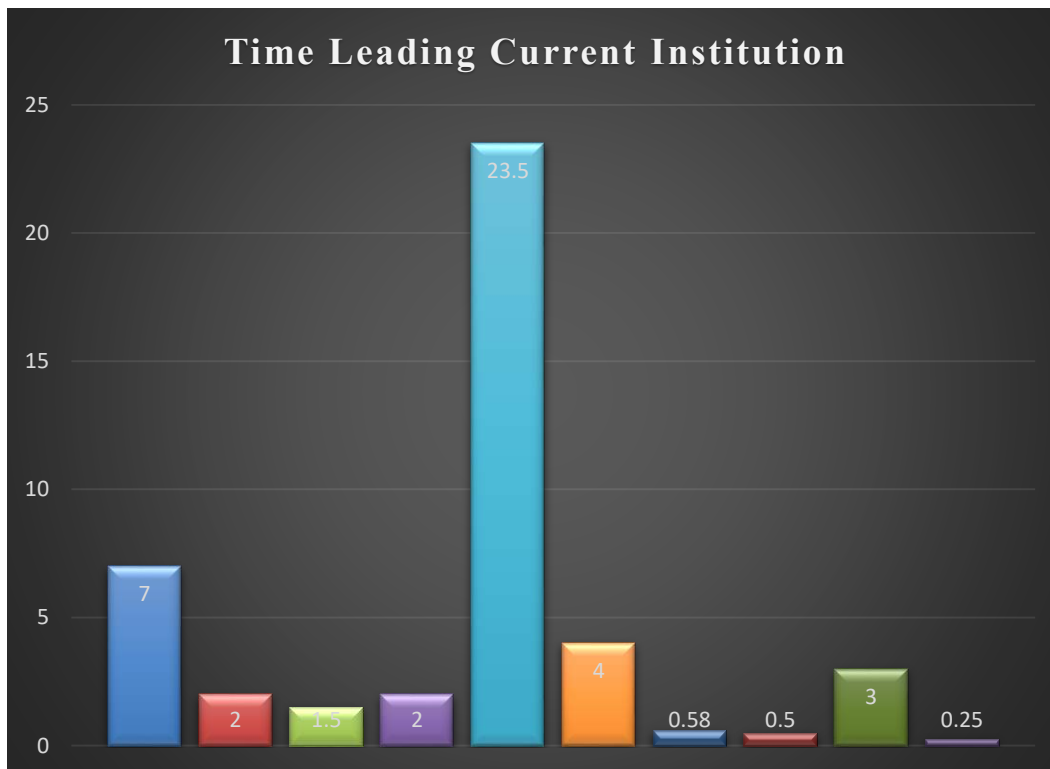


Figure 2. Tenure as President of Current Institution

The average tenure of the presidents interviewed for this study was 4.43 years at their current institution and 5.075 years in higher education overall; the longest sitting president has been in office for 23.5 years and the shortest at 3 months.

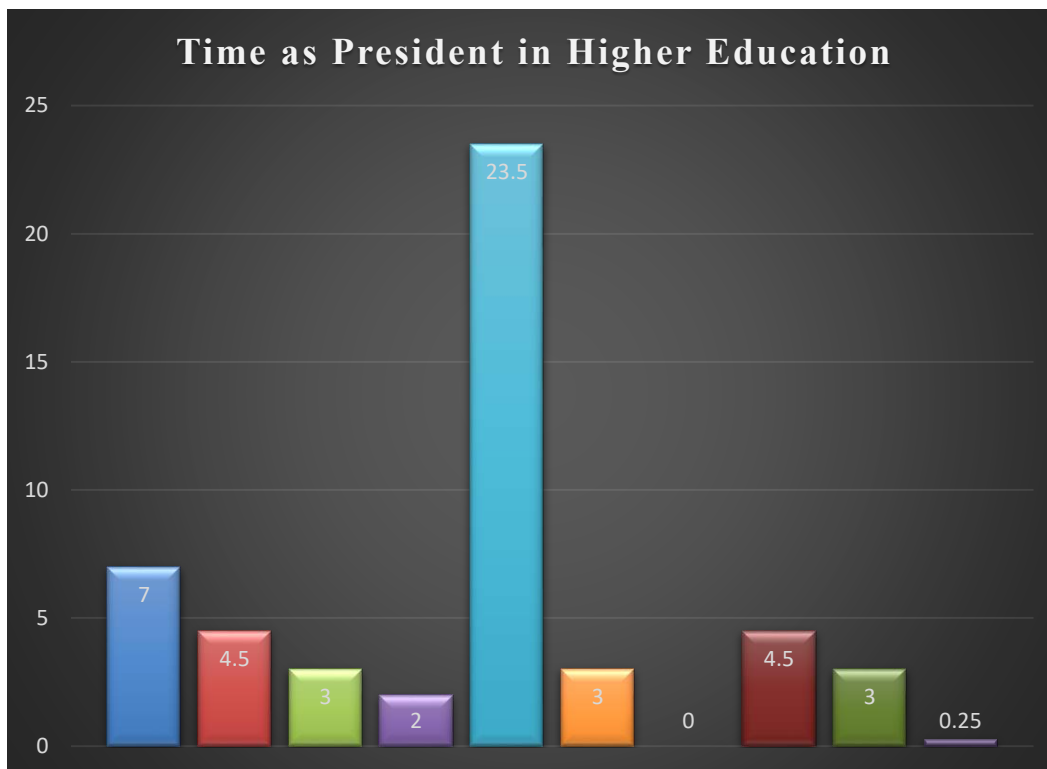


Figure 3. Tenure as President in Higher Education

Thirty percent of the presidents interviewed served at their present institution for less than one year. Thirty percent of presidents interviewed indicated their experience prior to accepting the role as president was outside of higher education.

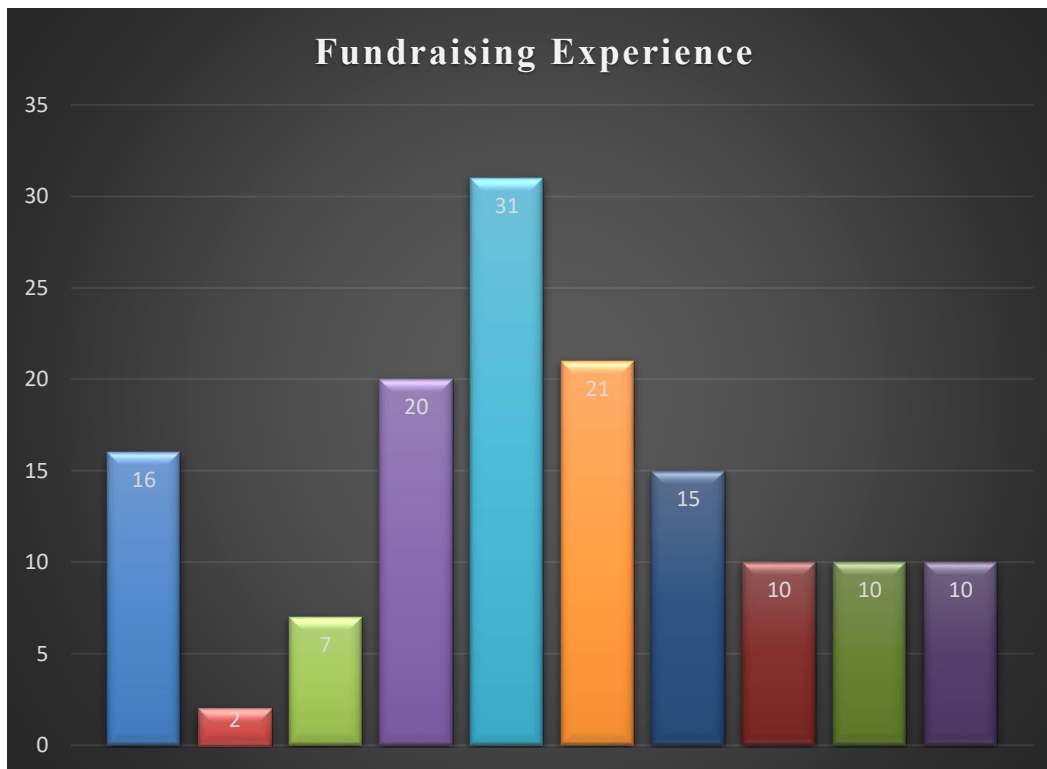


Figure 4. Years of Overall Experience in Fundraising

Of the sample population, 80 percent of the presidents interviewed have 10 or more years of fundraising experience. The average years of fundraising experience for these presidents is 14.2 with the most experience at 31 years and the least at two years. Several participants indicated prior fundraising experience outside of higher education from service in corporations and on foundation boards as well as for political campaigns.

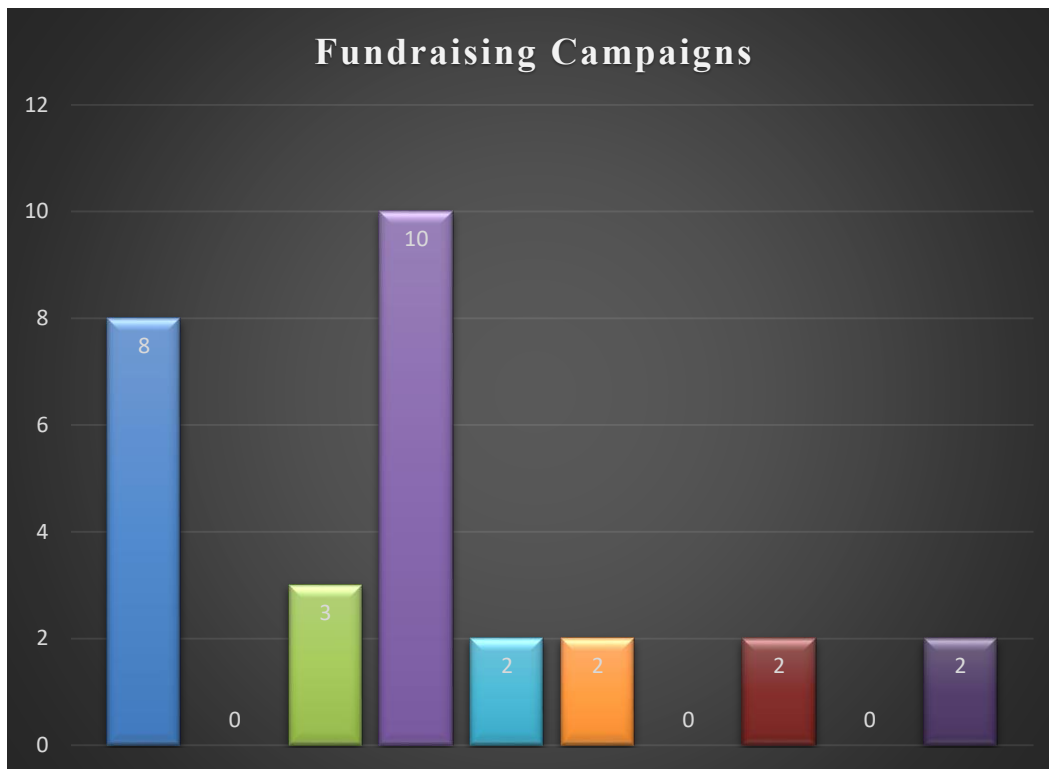


Figure 5. Number of Overall Fundraising Campaigns Led

The participants interviewed in this study have only averaged three fundraising campaigns during their time in their role as president and for many, these do not include capital campaigns. Ten percent of presidents have led at least 10 campaigns while 30 percent have not led any fundraising campaigns.

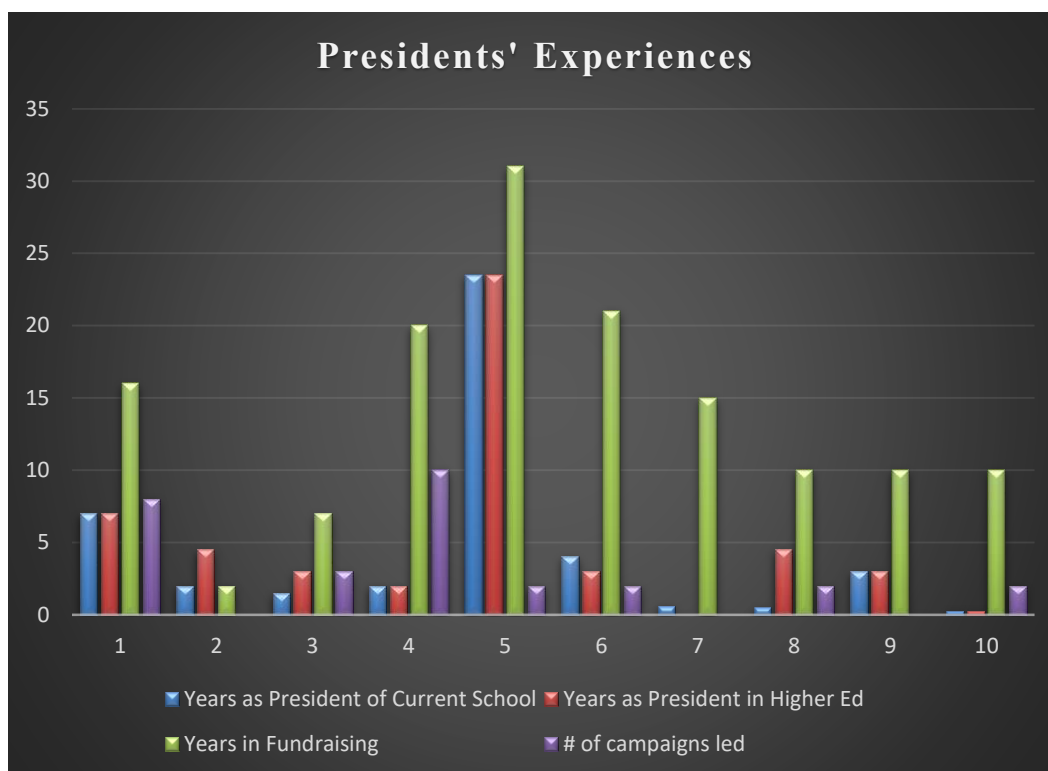


Figure 6. Summary of Responses from Demographic Fact Sheet

The participants in this study have varying experiences as leaders of higher education institutions as well as in fundraising.

The Initial Processes of Data Analysis

First, the transcripts were read as a total group to provide in-depth familiarity with the data. The transcripts were then read individually which enabled the creation of codes, applying codes to the text and using inter-rater code reliability to validate the findings. Inter-rater code reliability was used to demonstrate consistency among observational ratings reliability, whereby data are independently coded and the coding compared for agreement by multiple coders (Armstrong et al, 1997; Hallgren, 2012). For this study, the data were evaluated by three coders which included the researcher and two additional researchers.

In addition to the interviews conducted, demographic data were collected about each participant — their school and their overall experience in fundraising — in order to gain a more rounded view. Since qualitative researchers in education typically study communities, schools, and classrooms in order to understand what makes them tick, the tendency to look at ethnography is understandable (Eisner, 2017). Integrating demographic information into the data analysis process allowed the researcher to explore possible differences or similarities present in the data.

Inductive analysis was the next technique used to interpret the data. Inductive analysis is the process of comprehending, synthesizing, theorizing and recontextualizing the data by discovering patterns, themes and categories (Patton, 2002). Inductive analysis permitted the relationships within the data to emerge and be recognized and evaluated. Finally, interpretive analysis reflects the researcher's findings or results and lessons learned (Creswell, 2014). This process includes generating meaning from the data, drawing conclusions, and linking them to theory for explanatory purposes (Kawulich, 2004).

Evaluation of the data was an on-going, complex and rigorous process as transcription of the interviews began immediately following the interviews. Upon completion of the transcription of all interviews into text documents, each transcript was read for accuracy. The transcripts were sent to the identified coders for analysis. Coders completed coding independent of each other in order to ensure the integrity of the analysis. Two of the coders employed manual coding while the third coded electronically using NVivo software.

The transcripts were read again and specific text was highlighted and framed based on the participant's answer or comment. According to Hatch (2002) data should be broken in

analyzable parts or frames of analysis. The text was then coded to capture themes and reoccurring patterns and then transferred to a chart and placed into seven domains or categories. One of the most useful strategies for discovering themes is to organize data into domains or categories for intensive analysis (Spradley, 2016). The assignment of codes should reflect various categories by sorting them into groups of like substance or meaning (Kawulich, 2004). The transcripts were read a third time where the highlighted text and codes were then placed into a spreadsheet and color-coded and categorized based on similarities. The categories of coded text were able to:

- Reflect the purpose of the research,
- be exhaustive,
- be mutually exclusive,
- be sensitive to category content, and
- be conceptually congruent (Merriam, 1998).

The categories or domains reflected the relationships represented in the data and organized the participants understanding of how they operate in their world (Hatch, 2002).

The data continued to be scrutinized to derive additional elements and patterns through the coupling of the existing methods with concept mapping. A conceptual map was created to organize the data as well as to help clarify and synthesize the ideas expressed by the participants. According to Novak and Cañas (2006), concept maps are graphical tools for organizing and representing knowledge. Concept mapping offers the researcher a way to code and represent meaning in text data based on respondent input (Jackson & Trochim, 2002). For this study, concept mapping was used to identify and link the participants that shared the same ideas related

to president's approaches to fundraising at HBCUs. The analysis of the data by the coders presented the following common themes: (1) President's Role in Fundraising, (2) Importance of Messaging, (3) Fundraising Strategies, and (4) Barriers to Fundraising.

COMMON THEMES FOR DATA ANALYSIS



Figure 7. The common themes identified through the process of data analysis

President's Role in Fundraising

Presidents in higher education serve as representatives of their respective college or university and recognize that in doing so, they must be a fundraiser for their institution. Participants in this study realize that fundraising is more about engaging donors where they are and building relationships. One participant referred to it as “friend-raising”; understanding that people don't give to institutions, but that they give to people and that their giving should be mutually beneficial. According to Gasman (2001), Johnetta B. Cole, past president of Spelman

College, knew what appealed most to corporate donors is reciprocity — the idea that we each have what the other needs. Multiple participants observed that when you engage companies in a way that suggests mutual benefit, they understand investment and payoff on that investment. According to Hodson (2010) major donors in particular like to feel as if they are involved in something strategic and well thought out that will support the president’s vision and the institution’s strategic direction. Several participants stressed the importance of articulating a value to prospective donors by framing it in a way that they are able to see how it would be a benefit and a good investment for them as well as the institution should be the goal when seeking funds. One president in particular took a different approach and viewed the potential donor’s investment into the institution as providing a return in the form of keeping the students off of social programs, unemployment row and even out of the prison system. In the long run it would mean less taxes and less of a social obligation to the donor. According to Lomax (2017) college graduates are more likely to contribute to their communities through volunteering, voting, blood donations and serving in local political office, like running for the school board. Lomax (2017) further noted that college graduates are less likely to drain public resources—i.e., less likely to be out of work, need welfare benefits or be incarcerated. While this is significant, more of the respondents focused on the importance of seeking investments in the mission of the institution, in the future of the institution and investments in the students who will be the future of their workforce.

Participants further expressed that their role as fundraiser is one of cultivating relationships with prospective donors and establishing partnerships as vital to their ability to fundraise. In building and cultivating relationships, potential donors should be able to feel the

mission of the college in order to be able to support what they are doing. Some of the participants saw relationship building as essential in being able to successfully close the deal, which they viewed as their chief responsibility.

Seven of the ten presidents interviewed for this study primarily viewed their role as the closer of the deal. While they believe that their Vice President of Institutional Advancement is responsible for seeking and engaging the donors and establishing the relationship; their role is essentially viewed as the deal sealer. Several participants expressed the following:

I think that my role is to be the closer. Oftentimes they're [Institutional Advancement] doing some of the preliminary relationship. One, identifying people. Two, beginning to build the relationship and then my role comes in as really the closer to be able to close the deal and to get people to write that check in support of the university.

I'm the one that should be able to close the deals. His job is to really help to establish those relationships to help connect our donor's passions to our interests. But I think our roles are similar in the sense that we both are relationship builders he's got to position them for me to come in and continue the conversation. Its similar what we do but at the end of the day I think I'm seen as more of the one that's supposed to close the deal.

I see myself as the one to enhance whatever it is we're trying to do. I need for them to do the groundwork, certainly to do the profiles of who the potential donors are to have me as knowledgeable as I can and then to put me in front of those people to seal the deal. But I need that office and those individuals to do the groundwork and get it to that point where I can seal the deal. I don't need to do everything. But certainly you want me there at the end to do what I can to seal the deal.

Additionally, a few of the presidents participating in this study included the responsibility of articulating the vision and setting the priorities for giving in their role as president of their institution. They also see themselves as the chief fundraiser and shared the following thoughts:

My job as president is to articulate that vision. To help lead and setting the direction of the institution. My job is chief fundraiser but also chief story teller in terms of being able to articulate what the real story is for the institution. And of course my job is to make certain that I resource that unit in such a way that the unit has the capacity to carry out the fundraising needs of the institution.

My role is to articulate the narrative for why give and the priorities for what to give to. His job [VP of Advancement] is also to develop the fundraising strategy. I may set the goals, but I really depend on him to guide me in how we accomplish them.

I believe at the end of the day I end up needing to be chief fundraiser. That person [VP of Advancement] needs to be the facilitator. That person needs to line it up...line up everything such that I go in for the close. So my view is to be the closer. So on the front end, give a sense of direction. You know as the president you make sure the rest of the organization is providing the foundational material and then they go out and do all of the things, you know the various stewardship and all that's necessary, and then at the end I have to be part of it to close.

I recognize the value of being a fundraiser that nowadays with our schools you need someone that can raise money. People in our positions have to be well balanced. You can't be one dimensional. Time's out for having someone as president who is strictly

a finance person or strictly an academician or strictly someone who loves students. That fundraising piece has to be there.

As the chief fundraiser, the participants' perspective is one of piloting an aircraft. They are responsible for the setting and navigation of the institutional goals. Fusch (2012) noted that because your institution's president is uniquely positioned to scan the horizon and help develop and communicate a vision of the future to prospective donors, his or her role in fundraising entails far more than just making connections and making the ask.

Two of the ten presidents participating in the study, however, indicated that in addition to being the closer on the back end, they should also be on the front end to open the possibility of a deal. Adding that being the face of the institution, many times the prospective donor has to see the brand. Prospective donors at all giving levels must come to know the president as an engaged and vibrant leader of the university and of the community (Hodson, 2010). Presidents must be visible, accessible leaders who are able to connect with their constituents. The resulting interview responses reveal the presidents' view:

They have to meet me and know what my vision is for the college. The initial meeting is me and the CEO, chief to chief, just introducing one another, discussing how we can partner and how can we find ways to work together. Our role is to be the closer. But in a small, limited resource environment, I tend to be on the front end more than I would like to be. My vice president is more organizational. She's more follow-up oriented. So I tend to take the first meeting and then hand it off. And then when it's time for ask, I come back in. So I'm on the bookends, initial meeting to break the ice and

introduce you to the college. And then at the end when it's time to actually make the ask, I come back in again.

They pretty much drive the fundraising portfolio and they tell me when I'm needed. We have one strategic focus that we're working together on and then they tell me when I'm need to close the deal or open the possibility for a new deal. They have a major role to play in leading our fundraising. Besides leading it, I will be the spokesperson, I will be the champion, I hope that I can articulate the mission and vision and why it's so important to give to the institution.

The president's involvement in fundraising must become personal, therefore compelling them to ensure that potential donors understand their vision and the mission of the institution. The presidents in the study assert that their role is to articulate the narrative for why donors should support the institution.

In fundraising it is important that you know your prospective donor. You must know what their interests and passions are so that you are able to match their passions with the institution's needs in order to receive the highest possible donation from them. Nearly every participant expressed the importance of knowing your donor so that you are able to connect and meet them where they are relationally. Having a sense of who the audience is, is essential in order to increase the chances that they will be able to see the return on their investment from their perspective. Several respondents shared the following:

Trying to understand first of all their ability to give and also trying to gauge their willingness to give. So because someone has \$10,000 doesn't mean that they're willing to give that \$10,000 to you. So that is a part of what must be understood in putting together

strategies and tactics for different demographic groups. I would also say looking and understanding the history of giving. No matter what the wealth level might be, if this group you're looking at doesn't have a history of giving you may need to know that. We sometimes have international corporations where philanthropy is not something that they understand at all.

If I think it's a worthy cause, but I can't get a donor to see it as a worthy cause, it's not a worthy cause. And if I think your gift will make a difference, but I don't convince you, then it doesn't make a difference. It's always a matter of figuring out what's going to matter to that individual, and what's the emotional tug.

I try to match donors' passion with opportunities. My view is that donors don't give to just anything; they give to what they're passionate about. You don't create the passion for them. If I try to push to get money because I know that you have capacity, but you're not passionate about it, you may give me money but I may leave a lot of money on the table because I'm not listening. To me it really does mean that we must be very in tune with the donor.

You have to know who you're dealing with and what their potential gifts are. I couldn't go to let's say an alum who is 5 years out of school and ask him for a million dollars because they wouldn't have it. But if I worked the relationships of the people who do have the money and reestablish those kinds of credibility, then I would make some pretty significant progress.

You have people that you know that would have the ability to help if they so desire but it's up to you to sell them on the notion of the mission and them wanting to be

a help. When soliciting funds from a potential donor you must know where they stand on the issue you are soliciting resources for. If they don't believe in it, they may not be so forthright in giving because they believe in a whole different philosophy.

Presidents must know their prospective donor's motivation to give as well as the needs of the institution. Part of the president's development of philanthropic acuity is understanding the psychological needs of and rewards for the potential donor and getting potential donors to match their heartfelt interests with what the college and foundation are doing for people (Wenrich & Reid, 2003). Whether it's understanding their interests, finances or philosophies, presidents must make certain that they are well knowledgeable when it comes to courting a prospective donor.

Importance of Messaging

Messaging and branding for any business organization is vital to their success and ultimately their failure. As in the corporate environment, branding or messaging for higher education institutions are also very important in that they are selling the value of the institution. Because of name recognition, it is easier for some HBCUs to brand themselves than others (Gasman & Bowman, 2012). Potential donors are attracted to or can draw back from the message that is communicated from HBCUs. Therefore, it is critical that a clear and concise message is communicated to potential donors and the community as whole from the college or university. It's important to make sure that your story is told by people who have personal connections and know about your institution and the positive impact it is having on the local community, students, and perhaps, society at large (Gasman & Bowman, 2012). Several presidents who participated in this study shared the importance of HBCUs communicating a solid message and stated that:

We need to have a solid message. One with real value and relevance. Everybody's got to have that. To do that though, you've got to have invested some period of time or interaction such that there is a depth in that relationship and you've got to be in a position where people can hear the message. If you take care of the relationship, they can believe the message. If they can believe the messenger, then they can hear the message and it has to be right. So you've got to have a message that's relevant to people and you've got to have someone that givers can believe in.

I think we're going to have to change the narrative here because it is more than just us as HBCUs. We've got to a better job so that as we're trying to develop these relationships, people understand that they don't even know how we add value to the community. That message must be able to answer the question of how do I add value. It goes back to what it is that distinguishes me. What's unique about our university and the programs? So if I could go sell my programs, that's the only way I'm going to move the needle going forward.

Controlling or articulating the message of the institution creates an avenue that will help them to acquire funding more successfully. HBCUs must take control of the message that is being shared about their school as they are the ones personally experiencing the successes. Carefully choosing language that tells the story and places the institution in a more favorable light with current and potential donors is particularly important. This can be done in various ways including providing media outlets with the accomplishments that the college is experiencing. According to Gasman & Bowman (2012) it is important to send institutional materials to foundations as funders need to give away their money. HBCUs must aggressively pursue getting the message out to the public

or take the chance of an outsider crafting the message of the college which can impact the college negatively. Several participants strongly advocate getting a clear message out there and stated that:

I think we really have to manage our message much more effectively. We have been too loose with language and so people make judgements about the quality of our schools and students and whether the investment in these kind of students will pay dividends at the end of the day.

I believe the message has to say where we are and then where we're going, but it's got to be fact based. You've got to put the facts on the table so that people can see what you're doing and see the value. When we get all those entities there working with us, supporting us, investing in us, now you can go to someone on the outside and say I want to be on that train. We gotta get the message out elevating the brand telling that story in order for people to feel like it's something that they want to be part of.

Articulating a clear message that appropriately defines the HBCU institution and what is being done at the college or university must be shared in more than just the mission and vision of the college. It is imperative that it be consistently shared in annual reports, media releases and campaign material in order to create the narrative that the college desires and why it is important that donors and the community support the institution.

I hope that I can articulate the mission and vision and why it's so important to give to the institution. It is articulating a clear message for why this is so essential for the university now in particular. the role they need to play then we have to articulate to them what are the mechanisms we can use to make them feel comfortable giving to the university.

It is important to acknowledge that the media has had a shaky relationship with HBCUs and often the media stories are negative in tone as most media outlets are looking for ways to attract readers and viewers (Gasman & Bowman 2012). These tactics are not beneficial to HBCUs and can cause great harm to the college. It is incumbent upon HBCUs to take the lead in telling their own story so that what they want to be communicated in the media is done so in the manner in which they intend. Gasman & Bowman (2012) noted that telling the story of the institution is by far one of the most important aspects of fundraising because without a story, it is nearly impossible to garner funds from anyone but the closest constituents. One president found it particularly important and shared that:

I think if there is a failure on our part is we still have not successfully told our story. But I think again going back to the idea that the media does affect fundraising, but how do you compensate for that? We compensate for it by knowing that we gotta tell our own story. We're sitting down this week and we're putting a whole new plan together because we've got a lot of good stuff going on and that's just a small part of the story.

In telling their own story, communication to media outlets should include information about what the college is doing and how it is making a difference in the community. According to Gasman & Bowman (2012) one successful strategy for telling an institution's story is to connect to a larger news story such as their contributions in highlighting or solving societal problems. In essence, HBCUs should be more vocal and showcase their efforts to engage the community in solving problems. They should be more willing to spotlight successes such as students who are doing innovative research, programs that have been developed for youth

engagement as well as national rankings where they are recognized for the work that they are doing.

Messaging is not only important to outside philanthropists, it is also important when engaging with alumni. Alumni should be the college's biggest advocates because of their direct connection to the university and how they benefited from the institution that made them successful members of the community. According to Nelms (2015) alumni must be able to communicate in clear and compelling ways the contemporary value proposition of their alma mater. Therefore, proper messaging must be shared with alumni from the college or university itself. It is important to keep alumni in the loop about what is going on with the college or university. Most universities do not do a particularly effective job of keeping students, faculty, staff, community, corporate leaders or alumni in the loop when it comes to critical issues facing the institution (Nelms, 2015). Several participants shared their thoughts on the importance of alumni messaging and stated that:

Really communicating constantly with our alumni about how much we value them and the direction that we plan to take their college. If they're not on board, if they're not excited about the new direction, we know that those gifts will begin to trail off.

In leading the alumni effort, we've got to go out to alumni groups so that we can make them aware of what we're trying to do and get them involved in what we're doing. I give a compelling argument and people connect with the message, even our alums.

In meeting with alumni we share with them what's going on. All the good news about what's happening at the university and offering to them various opportunities to join with us and attach themselves on a more permanent basis.

To ensure that alumni convey with accuracy and passion a coherent message through their advocacy efforts, HBCU leaders must provide them with the requisite talking points on the one hand and be prepared to provide detailed information as the need arises, on the other in garnering institutional support (Nelms, 2015). Articulating a clear message about the institution is essential for the university to thrive and alumni are among some of the best people who can do that.

Fundraising Strategies

Fundraising, along with leadership have been two of the most pressing issues facing Historically Black Colleges and Universities (HBCUs) who have struggled to build endowments, increase alumni giving and secure major gifts (Gasman, 2010). Presidents of these institutions have engaged in many of the traditional strategies used in seeking funds at higher education institutions such as on-going or mini campaigns, focused fundraising for specific events and alumni donations. However, participants interviewed described the need for HBCUs to go even further and expand how they obtain funds. Corporations, foundations, alumni and other vehicles for securing private philanthropic gifts are essential to the survival of institutions of higher education (Williams, 2010). Focusing on the development and implementation of a Corporate Fundraising Strategy is vital to HBCUs' sustainability. The president of a small HBCU explained that one of the important reasons for seeking corporate funds is that:

We're missing opportunities in the private foundation space and in the corporate philanthropy space. [There should be a] big focus on corporate fundraising, private philanthropy, individual philanthropy, and business or corporate fundraising and development. Being connected to the economic development engine of the community is the easiest way to access resources for the institution. The core of my strategy now is

really a high level of engagement with our corporate community and our private foundation community.

The participant further acknowledged the importance of paying attention to your surroundings and adept your strategy to that particular environment. The Carolina Small Business Development Fund (2017) found that developing partnerships with organizations can help HBCUs to overcome some of the challenges they have faced in order to remain relevant in the changing higher education environment. The participant expressed that it is imperative that HBCUs move with the shifting higher education landscape or get left behind. A second participant further elaborated on the significance of HBCUs' need to engage in more corporate partnerships in various areas and leverage opportunities that will benefit students as well as corporations.

Multiple participants shared that HBCUs should also move toward obtaining more government funding through research. They acknowledged that further development of research capacity in the writing of grants and research programs must be done.

One of the areas that's untapped is this contract type of training where we can actually provide training and dollars to business and industry if we connect with them. The government has a whole lot of contracts out there that are available. But we need to partner and get involved to show corporations and industry that we are a viable partner and that those'll be dollars that we can really bring into the college that we've not even experienced in the past.

There are a lot more funds available and going out there for the various grants and programs will cause the benefactors to be more willing to invest in our colleges and universities. Additionally,

partnering with the other academic institutions and business entities will introduce the college to people, thereby widening the institution's reach.

The board of trustees remains one of the key components of the leadership and fundraising for an institution and is composed of prominent members of the community regardless of race, ethnicity, religious background or gender who believe in the mission and vision of the institution and desire to assist in moving it forward. The responsibility of the board of trustees is to raise funds for the college or university and provide oversight of the institution (Schexnider, 2013). The board of trustees serves as a critical element of the leadership at HBCUs and must be effective in their fundraising initiatives as that determines the success or demise of the institution. When asked about fundraising several presidents addressed the importance of strong leadership teams including the board of trustees and stated:

When you talk about universities and fundraising the board has got the play it's role. The role that the board plays involves not only reaching into their pockets or getting dollars, but also extending their network and being actively involved in thinking about the fundraising needs of the institution. All too often at especially HBCU's, boards have people that don't give. They spend most of the time trying to micro-manage the place rather than being available and extremely focused and helpful in fundraising. That is something that can sink you in a minute because once you get to big time foundations, they're going to ask what is your board giving. The first question is in terms of percent. The second question is in terms of how much in terms of dollars. Then if your board has no connections that could really help you, then they're really taking a seat from someone else. That's really an opportunity loss because there are people out there that can help you

that could be on the board. So that is one piece that's missing and I can tell you that it doesn't matter whether you're a Harvard or Yale or public university or private university, if your board members are not actively engaged in helping support the fundraising then you're just not going to get very far.

To ensure the sustainability of this college and all of our schools an effective board of trustees is vital. We can't say we must be doing bad because the president wasn't good, the board has to take some responsibility. A lot of the responsibility for the success or failure of the institution rest with the board of trustees. There must be an effective board of trustees and there must also be a partnership between the president and the board of trustees.

HBCU presidents must be able to balance the board's commitment to the college by ensuring that they are engaged and providing oversight, but not overstepping their boundaries. According to the Association of Governing Boards of Universities and Colleges (2014) an under-engaged board doesn't ask enough of the right questions, which can lead to neglect of the institution. Neglect of HBCUs can take place when the board of trustees has lost sight of their responsibility to the board and the university. A board can create risk for its college or university when it falls short of providing, or outright fails to provide, effective oversight of the institution's operations and financial support (Schexnider, 2013). This is echoed by one of the participants in this study who has had to re-engage the college's board of trustees and shared that:

I've got board members, and board members themselves had to have a campaign to get them to give. Even though that's part of the philosophy. Even when they sign on acknowledging that they are going to be board members, they vow to assist with

fundraising initiatives and that had not been done. So trying to get them back involved in the game and even if they're not giving large sums themselves, they know people who can give. There are some board members who are connected with some Fortune 500 companies so their responsibility is to help bring in the money, connect me with those individuals and so that's one of the things that we've been doing.

While some of the HBCUs are suffering with an under-engaged board, there are others who are challenged with a board that is overly engaged in the functions of the institutions. An over-engaged board asks too many of the wrong questions, which leads to boards managing the institution instead of governing it (Association of Governing Boards of Universities and Colleges, 2014). An overly engaged board of trustees run the risk of losing sight of their responsibilities of fundraising. The day to day functions of the college or university are managed by those employed by the institution for that purpose and the board's meddling can cause confusion and great harm. The board of trustees must be trained and reminded of their specific responsibilities of increasing the institution's financial support so that the college or university can move forward. The Association of Governing Boards of Universities and Colleges (2014) further stated that the presidents surveyed frequently identified need for board development, including better board recruitment, retention, and training about board roles and fiduciary responsibilities.

If there is one thing that I learned is the importance of, particularly at state institutions, your board matters and the importance of having the right board and training the board. When you start talking about campaigns they must understand that's the vital part of their service on the board. So we're trying to re-educate all of our board because I

have expectations from our board members. You really shouldn't be there unless you're raising money because it's not a social club. So you should only be on that board if you're interested in raising money. But sometimes they think it's the governance board. We have one of those already but we need you to raise money, give money, lead us to money and so we're trying to help them get back to that.

Maintaining the delicate balance of keeping the board of trustees engaged and performing their duties can be a challenge for college presidents. Regular clear and effective communication between the chairperson for the board of trustees and the president of the institution is essential in keeping this balance. The board chair and the president need to communicate effectively and interact often because too frequently the board chair and the president talk to each other only in moments of crisis (Schexnider, 2013). Through regular communication, the president can create an environment with the board of trustees that breathes success for the college.

Another suggested fundraising strategy that can be employed by HBCUs is the selling of diversity as a value-proposition when partnering with corporations. By partnering with corporations, HBCUs will have the ability to help diversify their workforces and provide a foundation for population growth and economic development (Perry, 2017). HBCUs have been long established as the producer of higher percentages of African-American graduates than other colleges and universities and they are poised to provide needed diversity to corporations. Participants noted that providing diversity is one of the major values of HBCUs that no other college or university can claim. Several presidents in the study shared the following:

Since it's become a bit of a buzz around the world to be more diverse in terms of the workforce...there are certain incentives that come with that for business. People know

that it is a benefit to them to have a more diverse workforce. Not only in terms of thoughts and innovation and ideas, but for strategic business reasons it makes sense to have a more diverse workforce. When employers are looking to diversify, we're the obvious...we're the minority supplier in this country. We are the biggest minority supplier in this country. We're not making widgets; we're manufacturing human potential. If you're trying to diversify you come to us first, because we are providing skilled, diverse talent. We do not want to be perceived as pursuing an entitlement of any kind. I think we have something very real to offer.

We are a pure channel. If you're really committed to diversity in the professions, we produce more black PhD's, black male PhD's in STEM than any place on the planet...pure channel. We are the number one feeder of black men to Harvard Law School and Harvard Business School...pure channel. If you're going looking for high performing black men, everybody's got a few, that's all we got.

So when it comes to black colleges in general, there is a perception that something must not be good. We don't always have those relationships...and then you got the implicit biases that people have on top of that. We're trying to get them to break down barriers...so that we can get to know each other. So I spoke to the executive committee of a program that is sponsored by the chamber expose new and emerging leaders with what's happening...getting to know other corporate entities or organizations that they can start networking with and so forth. I told them that I would like to see more of the local entities here because they tend to take it for granted or they may tend to think let's partner somewhere else in town. We are letting a lot of talent escape this

environment because the other companies are serious and you're not gonna have a chance if you don't get in there with those and get a hand on some of these potential employees.

Multiple presidents participating in this study expressed their awareness of the talent that is available at their institutions and are seeking to connect with companies that are willing to partner with their schools to provide internships to their students and employment to their graduates. Emphasizing the great minds at HBCUs not only empowers future students, it inspires donors, and changes perceptions (Gasman & Bowman, 2012). Presidents are spending a lot of time talking to major corporations in their area to introduce their school and the majors offered so that their students are the first pick when it comes to hiring and are not bypassed. Regrettably, companies are bypassing talented African-American students and recruitment opportunities at a vast number of HBCUs because they either limit themselves to Howard and Spelman or they don't know what an HBCU is at all (Oliver, 2018). Some of the participants revealed that companies don't see HBCUs as a factor and getting to meet with them is a challenge. However, once they are able to meet and effectively make their case, companies are able to realize the unexpected value of the HBCU. According to Gasman (2001) presidents must use the quality of the workforce as a leveraging tool when soliciting corporations and foundations. Participants believe diversity as a value-proposition strategy will allow them to provide a diverse skilled workforce by partnering with companies and engaging the workforce community.

Student involvement in fundraising while they are still enrolled at the institution is another strategy of fundraising. Teaching students the importance of philanthropy and creating a culture of giving is a method of increasing donations when they become alumni. Several

presidents involved in this study understood the value of involving students in fundraising activities because students are invested in their school. One such president set a fundraising goal for students to meet during a capital campaign and the students exceeded the goal by raising 2.5 times what was established. As the following presidents conveyed, student participation should not be overlooked.

We're trying to change the culture of giving starting with our students while they're enrolled so that by the time they get out in the world of work, doing all these wonderful things they're accustomed to giving and they'll appreciate and understand why they're giving.

We are establishing a culture of fundraising as freshmen. We're teaching freshmen the value and importance of fundraising so that they do not wait until they graduate, but even while they're here in school. They are involved in fundraising activities so that once they graduate, they'll have a greater appreciation for it.

What we have to do is start with the students on our campus and start to do this sort of philanthropic learning. You don't want to learn philanthropy, right?... So for all schools, including this school, we have to do more to get our students to the point where they really can be counted on as philanthropic.

The purpose of involving students in fundraising activities while still enrolled in the institution is to prepare them for what will be expected of them upon graduation. It gives them an early understanding of the importance of their support for their soon to be alma mater. The impact on students through associations such as the pre-alumni council found on many HBCU campuses is the education of how philanthropic dollars help their school. Drezner (2008) noted that these

programs often educate students as to how the foundations support the institution and thereby the students and how these funds are necessary to maintain the daily functions of the colleges.

Laying the groundwork for students' participation in fundraising will generate great benefits in the long run for HBCUs.

Barriers to Fundraising

Simply put, HBCUs lack the resources needed to effectively raise funds for their institutions and limited capacity is one of the major fundraising barriers that HBCUs face. Limited capacity in terms of fundraising staff, space and resources are some of the issues that plague HBCUs. Unfortunately, many HBCUs lag behind and have not been able to develop this area. The problem is that this becomes a vicious cycle—in order to successfully raise funds, the school must develop their advancement office, but to develop this area the school needs funds. It takes money to make money, and many HBCUs (not all) have small fundraising infrastructures and insufficient funds to aggressively go after those dollars (Gasman & Bowman, 2012). The majority of participants in this study acknowledge this on-going cycle in their quest to raise funds.

The most obvious is just strategic, targeted fundraising for capacity building. I think limitations in just capacity internally, limits our ability to raise money. To drive a fundraising agenda, the reality is most of the small HBCUs simply do not have robust, well-developed fundraising operations.

One of our biggest challenges is that we have a very small, relative to our need, advancement office. We have three frontline fundraisers, the VP of advancement, and another person, so that would make five. But those two that you would add in they're not

out, like my VP of advancement, he basically staffs me on big deals. But he's not out beating the bushes every day. So in terms of folks out beating the bushes with goals for raising money, we've only got three and we've never had more than five. The school has never built an effective back office for their fundraising. Our stewardship of gifts has gotten better just recently, but it's been pretty poor in terms of getting back to people, letting them know how their gift matters. To my knowledge we don't have giving levels laid out. I've never seen anything printed with all the people who donated in a particular year, and what level they gave at. So we're not very sophisticated and prepared in that way around our giving.

The largest barrier is the limitation on resources. Fundraising is an investment. If you don't make the investment, you don't get the funds raised. At smaller institutions and some of the institutions where you live and die on tuition and fees, it's hard to pull the resources together to actually make that investment. When you think about it, it's not that extraordinary because the students pay the tuition and fees for you to do something and transform them. So if you technically were allocating the monies right away, then every penny that you get for tuition and fees would be used to transform the students, which means there is no money left to invest in the success of the institution in terms of fundraising.

The need for a very strong advancement staff and well-resourced advancement operation is essential in a successful fundraising office.

Compounded with the lack of physical capacity, the lack of a highly trained fundraising staff is a major barrier to fundraising. Many of the presidents who participated in this study

inherited fundraising offices that were in need of restructuring and revamping due to staff that lacked proper training. Participants shared some of the challenges they encountered upon accepting the position of president:

There's all these different things that just feed in to an unstructured environment and because of that you know we got to rebuild that infrastructure. We're not trained properly. You have to have talent and training and it must be ongoing training because things change. We also don't have the sort of best practices or programs in place so we're retraining our staff.

A barrier has been lack of training...lack of astuteness. So often in our schools we have nice people who for whatever reason have been put in positions who just aren't doing what needs to be done. You have a responsibility as well and so you've got people who are in positions that have no training. When you have people who are supposed to be doing the job, not doing it or doing it well, clearly either they don't have the skills for it, they don't have the passion for it, or they lack the training. So I've got the wrong people...people who can't raise money...I've got the wrong people there. And so having to clean out, revamp...that has been an issue for me.

The lack of knowledge and general awareness about fundraising as a profession has impeded the advancement field (Tindall, 2007). Under ideal conditions, these HBCU fundraising offices would include key personnel, ongoing education and professional training, and technical assistance (Gasman, 2010). Unfortunately, this is not the state of many fundraising offices on HBCU campuses. Many of the offices staff an average of five people including the Vice President of Institutional Advancement as noted by one of the participants.

The lack of training of the fundraising staff affects the colleges and universities in multiple ways. One way in particular is the failure of staff in the area of follow-up and relationship management once a donation has been made. Following up with calls, notes or visits to let the donor know that their gift matters is vital to sustaining the relationship. One president told the story of a donor who wrote a large check and while the college was thankful and expressed their gratitude, they did continue the relationship due to lack of follow-up. When a college is not heard from again after a donation has been made, the donor may be prone to think that the college is no longer in need of anything so that avenue for giving can run dry. Presidents should be aware that the donor relationships they create are to be created with the college so that they can be sustained regardless of who is at the helm of the institution. According to Hodson (2010) long-term donor relationships exist between the donor and the university, not with the president personally. Building or rebuilding the relationships with donors is vital in creating a robust fundraising operation. If a relationship is lost due to lack of follow-up after

I've gone back and have reached out to people I have known over the past 35 years or so in this community and as a result of that have begun to rebuild those relationships from a donor base. Some of these people had previously given small amounts to the university and I'm renewing those relationships.

It is imperative that HBCUs do a better job in identifying and seeking donors for support. If donors are not asked, institutions will not receive the assistance. Presidents further shared that many times they hear from donors that they were never asked.

I was at a function and there were these donors and one of the other colleges in attendance had this person that their president had gotten who had given millions. I heard

this person say that she had the money and nobody had ever asked until that president approached her. No one had asked until that college did. There are others out there who would probably say the same, they hadn't been tapped into.

People hadn't previously reached out to a potential donor who had the heart for the field of communications. You know if your heart is in the right place for the university, that's what I look at. So we reached out to him, worked with him and he's donated a quarter of a million dollars for our broadcast school of communication.

These missed opportunities to engage donors can be a by-product of lack of training and lack of resources found in the development offices of many HBCUs. In light of the great need in other areas of the college or university, the fundraising office is sometimes the last area that is funded, but the area that may need the most funding. The priority the institution places on the fundraising program can determine whether it will have the opportunity to do what it needs to do to achieve success (Tindall, 2008).

One of the overall challenges in raising funds is that they are HBCUs and that presents some stereotypes and expectations that have to be broken through. The assumption that HBCUs can manage with less transformative gifts is a battle that is still being waged more than 150 years after their founding. The mantra of "doing more with less" could be setting HBCUs up for failure in the area of capital investments and philanthropy (Brown & Burnette, 2014). Seeking potential donors who are interested in helping HBCUs increase their funding by aligning their passions with the needs of the university is a challenge. However, there are additional challenges that add to that issue and create barriers to fundraising for these colleges and universities.

Race continues to be an enormous factor in fundraising for HBCUs. While the issue of race can be seen as both positive and negative, it still remains a topic. It is difficult to consider that race would not oftentimes be a barrier in fundraising for HBCUs, especially due to the current racial climate in the United States. According to Gasman & Drezner (2008) historical research reveals discrimination by corporations and foundations allocating funds to higher education, with HBCUs, save for a few examples, garnering substantially less money in their efforts to raise funds. Gasman & Drezner (2008) further note even these increased contributions to Black colleges do not approach the level of corporate giving to white colleges. Presidents participating in this study share that the undercurrents of race are always prevalent in fundraising whether donors give money because of race or in spite of race. Participants had the following interview responses when asked about race in fundraising:

We are identified as institutions for black people, I know that's not true, but we're seen as institutions for black people and it's believed that black people and black institutions don't need as much money as others. That we don't need to pay as much for our faculty and staff, that we don't need the same facilities as other institutions. I think that's a matter of race and how we are perceived and that's a part of the history of this country. So we can't deny it, just say what it is. It's more difficult to make the case in an environment when people are asking do we still need Historically Black Colleges and Universities.

Where it matters most is in the size of the donation that you receive. I'm not going to tell you that it doesn't matter that you're black. When we sit down with any of these foundations and when they say, "You know we are strongly interested in helping your

people. We believe in education and we support that and as a result we will give you a grant." And they smile and say, "A grant for \$1,500." Then the president of the large PWI in the area walks up and they say, "You know we're sponsors of education and we believe in supporting educational institutions and here's your check for \$50 million." What the heck is that? So the race thing is about zeroes. When they talk to black people, they ain't talking about any money. That is for sure no matter what the foundation is. They are not talking about the same dollars and so that's where the difference comes. Black folks always wind up with the small amount if they get anything.

One of the local foundations has been supportive of this institution over the course of its history. I think if you go back 50 years they've probably given the college somewhere between \$20 and \$40 million. Now they just gave the large PWI down the road \$400 million. You couldn't take all the money they've given to all of the HBCU schools in this city and get to \$100 million in 50 years and they just gave the PWI 400 million in one year. I guarantee you that they've been dropping at least eight figures on them every year for 50 years. Now how do I get them to see this college in that light? Because they can't argue that our mission is less important or our cause is less worthy. They can't argue that we need the money less. So then it becomes a question of is there something about when people look at these institutions, or when they look at this college specifically, they assume that our capacity to manage transformative gifts is less. Therefore, you want to give us enough to keep the doors open, but not enough to transform what's behind the doors.

When it comes to black colleges in general, there is a perception that something must not be good or we don't know you as much or as well as we know these other folks. So their thoughts on engaging with the black colleges was okay, we're gonna put some money aside, you know the minority money, and we'll deal with you through that pool of money. Whether they make a conscious decision about it or not doesn't really matter and I know this because I spent 12 years in that corporate environment before coming to this HBCU. There's a pool over there for that and then there's the bigger pool. So when it comes to black colleges, we don't always have those relationships and so we have to work harder to build those relationships.

I'm at a Historically Black College and University and so sometimes it's not what's said but what isn't said and so you're often not invited to sit at the table and you wonder why. Is it because of race? I would venture to say it's always about race, it's always about dollars. When you talk about dollars it's not only just green but race comes up. So on one end we get some money because of race, now on the other end its limited because of race. It's like a two-edged sword.

Conversely, HBCUs cannot use race as their sole reason in their efforts in obtaining funds. Just being an HBCU is not enough of a reason for foundations and philanthropists to support the institution. HBCUs have been around long enough and should be at a point where they can compete for research grants and other available government assistance as well as private foundation dollars, if not by themselves then through partnerships with other colleges or universities. It should be a critical objective of the institution to seek opportunities to build relationships with public officials, especially state legislators, to address the lack or minimal

funding from the state to HBCUs (Cantey, 2013). It is incumbent upon the HBCU to show itself as a valuable asset in the community and therefore essential to the community's economic growth and stability. Participants conveyed that race is ever-present and they are very cognizant of it but also note that HBCUs have to do their part. Several participants expressed that:

Gone are the days when it's enough to be an HBCU and that being a moral imperative for people to give and to support. Where race helps us is that the country is moving rapidly toward a majority minority environment. We look like the world more than the PWIs.

You can't just say I'm an HBCU. That's not enough to think you're going to thrive. What's the rest of my story? So I think we're going to have to change the narrative here because it is more than that. They give me money because they think that I add value and I'm important to the community and it's not just because we gotta keep black kids off the street. I think it's part of who we are, but it's not all of who we are historically.

We as HBCUs, I believe often time we play the HBCU card in just the wrong way. What I mean by that, for example, in research grants, there are some foundations that do 10 or 15 percent set aside for HBCUs, they just want a high quality proposal. Some of that money is sitting on the table having to go back to the agencies. Now I can't come in there and say that you ought to give me money because I'm black. It's about delivering value because there are a lot of black cards that they can punch and they've already set aside money for a high quality proposal. So now it's incumbent upon me to up my game, get my quality up, maybe partner with another institution and go in there and compete for that money.

The racial biases that presidents in this study experienced as they sought to raise funds for the respective institutions continue to make the case that in this era, HBCUs are still fighting to be recognized as viable institutions of higher education. However, in that fight HBCUs are responsible for developing their arsenal and foundation so that they are able to successfully obtain more funding.

Along with racial barriers, another area that serves as a barrier in fundraising experienced by presidents are those of name recognition and location. Of the 105 current HBCUs the most well-known are Howard, Spelman and Morehouse, but there are 103 others that are producing graduates in all fields of employment. In the Southern region of the United States alone, there are over 50 HBCUs—many of them not well known (Lomax, 2017). One of the presidents who participated in this study recalled instances where too much time was spent explaining who they were. He shared that:

In meeting a potential donor, you spend all of the time saying the university's name and they pronounce it incorrectly or never heard of it. No one has ever heard of you and no one has heard of who your alumni are. If you're not known, if companies don't know readily who your graduates are, that is a great barrier.

Another president echoed the same sentiment and stated that a lot of people have not heard of his college and therefore describes it as that diamond in the rough, that they are that hidden jewel. Alternatively, name recognition can serve as a greater barrier if connotations associated with the name of the college or university are negative. A few of the presidents shared that negative or false information creates barriers and can impact the school and cause issues with fundraising

among its donors. When asked about various barriers to fundraising, presidents shared the following:

All of the recent bad news about the near loss of accreditation. Bad news gets in the press about how some things happened and then it starts orbiting into these investigations and the FBI and wiretaps and all that stuff. Then there are the questions around is it gonna close? The legislative conversations about pulling the plug and Southern Association of Colleges and Schools (SACS) talking about pulling the plug.

Some of the challenges is of course some of the negative information that's been circulated in the media. I just met with two different groups of alums in the past week. One in Jacksonville last week and the other just yesterday here to try to allay some of the negative information that's been published in the media. Some of which suggest that the college is failing, it's falling apart, it's gonna close. I mean there's been all kinds of lies that have been told in the media.

Both current and potential donors can become nervous when negative events occur concerning an entity that they have invested in. No one wants to invest in something that is failing or likely to fail. When potential donors are not familiar with who you are or are only familiar with negative information concerning your institution, they tend to tighten their purse strings and bypass opportunities to take part. HBCUs are not very well recognized in the white community and for those who know of them, they are many times seen as just that little black school in the shadows of the larger white universities in the area. The African-American community can also be skeptical of an institution if it is embroiled in controversy and are also more reluctant to engage and donate funds.

Compounded with name recognition, location of the institution is also a barrier to fundraising. Several of the HBCUs in this study are located in areas that are not very well populated. Presidents of these schools recognize the barrier that this causes but are trying to overcome the negative stigma that comes with it. Presidents shared that although the schools are not located in big cities, they still serve a purpose to the students enrolled and the community it serves.

Location is certainly a barrier. Particularly when we're trying to tap in to those donors who may not look like you or I, European Americans who want to give for a good cause, but knows nothing about the institution. And so trying to not only explain and share information about the institution but also sharing our relevance and how important what we do.

Regardless of the challenges they encounter due to location or name recognition these institutions are still very relevant to the community. They believe opportunities are still available but is incumbent on them to pay attention to their surroundings and adapt to the environment.

Alumni participation seems to be the largest barrier being experienced by presidents of HBCUs. Historically, alumni giving for HBCUs have always been discouragingly low. Williams (2010) noted in order for HBCUs to increase their endowments through private philanthropy, alumni participation is necessary. According to Gasman and Bowman (2012) national alumni giving rates hover around 20 percent and that number drops to nine percent at HBCUs. Although several HBCUs have inaugurated multimillion dollar capital campaigns, alumni giving at most HBCUs – public and private – has been eclipsed by donations from corporations and foundations (Tindall, 2007). The majority of participants in this study expressed the disappointing levels at

which alumni give back. Presidents acknowledge that the college has to do a better job in reaching out to and engaging more alumni. They also share that the lack of alumni participation has to do with more than just their lack of capacity—they are not being asked. According to Gasman (2010) one of the reasons that HBCUs have had difficulty raising funds from their alumni over the years is that they did not ask them to contribute to their alma mater in any systemic way. Gasman (2010) further noted HBCUs did not ask because they relied heavily on corporate and foundation philanthropy. For many of the institutions participating in this study, the levels of giving for alumni are very discouraging. Several presidents shared the following:

Less than 4% of our alumni are giving. The reason that other institutions have done so well in fundraising is due to the efforts of their alumni. Their own individual giving, their convincing others to give and so forth. Influencing others to give is a part of their strategy. I mean that's part of that impact that alumni can have beyond the checks that they write and what I'm trying to do is to get beyond that 4%.

I don't think I ever saw a year in my time at my previous school when alumni gave more than \$50,000 in a year. We were dead last in alumni giving of all HBCUs. I can't explain it. It was the strangest thing I ever experienced. Alumni, at homecoming they were excited, but generally did not give to the institution. They wanted to give me their opinion about how to run the school, but not translating into an investment in the institution

Unfortunately, most HBCUs have very low giving by the alums, in fact ours is one of those that's low. Numerically, percentage wise we're at 6%. Which is unfortunately even better than some HBCUs. We do have some alums who are very good

at giving and they are regular givers. Of course we have the ones that talk a lot but don't do anything unfortunately.

The single largest barrier to fundraising is alumni participation. Our alumni participation hovers around 15%, should be 40. The number of high six, seven figure gifts from alumni is very low. I think you can count on two hands the number of alumni who've cumulatively given the school \$1 million.

Participants recognize that they must do more to reach out and engage their alumni back to the university. HBCUs often rely on football, homecoming and other events to engage alumni, which isn't a sustainable model (Conwell, 2013). Alumni engagement and investment must come in more forms than just homecoming and other athletic events. Alumni are willing to give back to the institution, but they want to be asked to contribute. This is a critical component in engaging alumni to the institution. Presidents recognize that this is an issue and asserts:

I've heard too many times from alumni that nobody has asked me, nobody has contacted me. I've been gone for 25 years, never got anything or maybe I got something 15 years ago and never heard again. It's a lot of people who can give, but they haven't been touched or they've been touched since 2002 and 15 years have gone by and nobody has reached out to them.

We've got some people who are doing well and we're finding out that they've not been asked. I see that we've got some work to do in regards to reaching out to our alums, tapping in to them, updating our databanks to make sure our files are correct. There've been people who've given over the years and they've given once or twice and they stop giving and a part of it is because we've not gone back to them.

While the majority of participants shared tales of misfortune, a small number of the presidents who participated in the study tell of better experiences with alumni giving. According to these presidents, alumni at their institutions are more engaged and willing to give. They spoke of participants who were more generous and excited to invest back into their institutions. They went on to say that:

Our most significant donors really are alumni here at this institution. We're in constant campaign mode as it relates to our alumni. So we have traditional fundraising strategies associated with reunion classes, around homecoming, and those kinds of things. Again, most of our fundraising is centered on alumni and it's have been quite strong. We do better than a million dollars a year. And for an institution of this size that is hugely significant for an HBCU.

This university has been #1 among HBCUs probably for the past 10 years or more in terms of the percentage of alumni who give to the institution on an annual basis. We are always hovering around that 50% which puts us not just #1 among HBCUs but really among the best in the country in terms of alumni involvement. The alumni became more engaged in the fundraising and the giving even at higher levels for the institution. We got up to as much as 52% of the alumni giving on an annual basis.

Alumni involvement is vital to HBCUs' success. This is the place where alumni received instruction and nurturing as students so that they were able to go out and make a difference in their community and the world as a whole. One participant believes that alumni have a major responsibility of putting the college on the map. Therefore, it is imperative that they give back to

help these institutions prosper so that they are able to do the same thing for the future generation of students who are to walk those halls.

Finally, trust is critical in fundraising. Trust, or lack thereof can create insurmountable barriers that institutions may find difficult to overcome. One of the most important questions that a potential donor may pose to the leadership of an institution is whether they are able to be trusted with a donation. This holds true whether the potential donor is an alum or philanthropist. Alumni can be skeptical in making donations especially if they had negative experiences while in attendance at the institution. Building trust among HBCU alumni is crucial as some had positive academic experiences but were not pleased with the service they received in the student services area (Gasman & Bowman, 2012). Additionally, trust must be built with a potential philanthropist through the creation of relationships with the college or university. Presidents understand that trust must be maintained with potential donors as they cultivate these relationships. They contend:

If I formed a relationship with you where you trust me, then you trust me because you know that I'm not gonna bring you any junk. And I bring you some trash or nonsense then that ruins the relationship.

I don't care how well I sell this institution or anything else, donors are not giving their money because they aren't entrusting in someone they don't think is going to steward or appreciate them and respect them. When I'm giving to you I'm entrusting and I'm believing that you are going to do right by me. I shouldn't be checking on you or wondering if you're going to be trusted. The person that has greater capacity may give,

but really if they have the capacity to give you \$150,000 but they don't trust you enough to give you that \$25,000.

Conwell (2013) asserted that HBCUs must be more deliberate in their approach and educate potential donors about how the money will be used. HBCUs should make it a policy to ensure that donors be able to see evidence of the money used, especially if the donation was for a specific purpose. Donors give to organizations that they trust will use their charitable gifts in a way that conforms to their wishes (Hodson, 2010). HBCUs must also keep in mind that this method of transparency is essential in building trust.

CHAPTER SUMMARY

This chapter presented an insight into the perceptions of selected (n=10) presidents of Historically Black Colleges and Universities (HBCUs) in the US southeastern states of Florida, Georgia and South Carolina regarding their fundraising experiences. The major purpose for conducting this qualitative interview study was to provide a deeper understanding of their fundraising approaches and the challenges they encounter. The contributions of the participants provided perspective into their philosophies and fundraising strategies. Inter-rater reliability, demographic inquiry, inductive analysis and interpretive analysis were the data analysis techniques used to find meaning within the data. In analyzing the data, there were four major themes that were identified from the analysis of the interview data from the participants. The themes were: (1) President's Role in Fundraising, (2) Importance of Messaging, (3) Fundraising Strategies, and (4) Barriers to Fundraising. Through these themes, participants provided knowledge, understanding and meaning to their experiences. Chapter 5, which concludes this

study, includes a summary of the study, discussion of the data analysis, recommendations for further study, and implications for leadership at HBCUs.

CHAPTER FIVE

SUMMARY AND DISCUSSION

The previous chapter analyzed the qualitative data collected through in-depth, semi-structured interviews of presidents at selected (n=10) Historically Black Colleges and Universities (HBCUs) in the states of Florida, Georgia and South Carolina. This study focused on the fundraising strategies employed by these institutions and particularly their presidents. It also examined the philosophies and approaches currently being utilized by these selected college and university presidents. The data were analyzed using a thematic approach and included components of content analysis, ethnographic analysis, inductive analysis, and interpretive analysis. The data were organized in four central themes for data analysis: (1) President's Role in Fundraising, (2) Importance of Messaging, (3) Fundraising Strategies, and (4) Barriers to Fundraising.

This final chapter contains four sections. Section one briefly contains a summary of this study's related literature and methodology. Section two discusses the data analysis and offers conclusions for this study. Section three provides implications for leaders of HBCUs. Section four includes recommendations for future studies.

Summary of Related Literature and Methodology

The related literature used to support this study's purpose provided a foundation for the study by examining the broad history of fundraising in higher education as well as the historical role college presidents have played in fundraising, federal and state funding of HBCUs, the barriers that were experienced during their development and the differences in fundraising at

PWIs and HBCUs as well as strategies of fundraising that have successfully been implemented at HBCUs. The researcher created the HBCU Presidential Fundraising conceptual framework that included Taylor (2009) Critical Race Theory, Homans (1961), Blau (1964) and Emerson (1962) Social Exchange Theory, Freeman et al (2010) Stakeholder Theory, and Burns (1978) Transformational Leadership Theory to shape this study. This framework addressed the cultural and social aspects of race and the role it plays in the participant's environment, the relationship between presidents and benefactors, the parties that exist to support the organization and the leadership elements of the participants and how they communicate their vision and strategies for their fundraising campaigns.

This study was conducted to increase the body of knowledge with respect to presidents' fundraising at HBCUs as well as to provide insight to specific strategies and approaches employed by the presidents of these higher education institutions. This examination's aim was to understand: (a) the fundraising approaches used by the presidents of selected HBCUs, (b) the differences between HBCU presidents' fundraising approaches and (c) if their fundraising approach affect the level of funds raised.

The study was conducted to further attempt to address the research questions: What are the fundraising approaches adopted by each president? What are the differences in fundraising approaches used by each HBCU president? And, how do their fundraising approaches affect the level of funds raised by the president? These questions created the basis for creating interview questions used that acquired data from the participants.

Presidents at (n=10) Historically Black Colleges and Universities (HBCUs) in the states of Florida, Georgia and South Carolina participated in this study. Demographic information from

participants and data that the participants reported about their level of experience in higher education were provided and discussed. The qualitative method of in-depth interviewing was also used in order to develop a deeper understanding of the research problem and address the research questions. Roberts (2013) identified the qualitative approach of interviewing as one that is based on the philosophical orientation called *phenomenology*, which focuses on people's experience from their perspective. Creswell (2007) notes the basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence. The method of in-depth interviewing permitted the participants to share their experiences as president of an HBCU and the phenomena — fundraising. According to Gubrium (2012) the personal interview is penetrating; it goes to the living source. This type of interview aims to accumulate a variety of uniform responses to a wide scope of predetermined specific questions (Gubrium, 2012).

Data Analysis and Conclusions

Demographic data were collected about each participant — their school and their quantitative experience in fundraising — in order to gain a more rounded view and complement the search for knowledge and understanding. In addition to the demographic data, interviews were conducted to gain an understanding of the presidents' philosophies, approaches, and experiences. The data collected from the interviews were analyzed using a thematic approach as a way of seeing and making sense of what could seemingly be unrelated material (Boyatzis, 1998). Additionally, there were several techniques used to further achieve a deeper and more significant understanding of the data.

The techniques used to analyze the data in this study included: (a) inter-rater reliability (Armstrong et al, 1997; Marshall & Rossman 2011; Hallgren, 2014), (b) demographic inquiry (Pressat, 1972), (c) inductive analysis (Patton, 2002; Denzin & Lincoln, 2005; Marshall & Rossman, 2011), and (d) interpretive analysis (Marshall & Rossman, 2006, 2011; Creswell, 2014). These techniques were used to develop thematic relationships within the data and produced four major themes: (1) President's Role in Fundraising, (2) Importance of Messaging, (3) Fundraising Strategies, and (4) Barriers to Fundraising. These themes were organized and provided a framework for analysis and discussion.

President's Role in Fundraising

The first theme, president's role in fundraising, identified the significance of the involvement that the president must have in the institution's fundraising activities. Presidents serve as the institution's chief fundraiser and are responsible for leading the initiatives for fundraising and setting the vision and the goals for the campaigns. Raising funds for a college or university is dependent on the relationships that the president and the institution develop with the potential donor. Therefore, it is vital that the president cultivate and maintain positive relationships with potential donors in order to effectively obtain funds. In cultivating a relationship with a potential donor, it is essential that the donor's interests, passions and level of giving are realized so that the president can successfully close the deal when the opportunity arises. While the president is often times on the back end serving as the closer of the deal, there are times when it is necessary for them to be on the front end and open negotiations to begin the conversation with a potential donor.

At the base of these negotiations is social exchange theory of Lamb et al (2001) which explains the relationship between presidents and potential donors. Social Exchange Theory views social behavior as an exchange process that may result in both economic and social outcomes (Lamb et al, 2001). In the field of fundraising, HBCU presidents understand that relationships are vital and that people give to people, but in giving, they must also benefit from their gift. These exchanges must be mutually beneficial as potential donors see their contributions as investments. The mutual benefit of these exchanges comes in many forms, from HBCU's ability to contribute to the diversification of the workforce, to contributing to reducing the social obligation for corporate organizations, as well as possible recognition in the form of naming opportunities. Naming opportunities allow potential donors to attach themselves to the institution because they are able to see something that's more permanent because if their name is on it, it's going to be there forever. The role of the HBCU president is all encompassing in that not only must he or she be a leader and visionary, but they must also be able to cultivate and maintain relationships with potential donors.

Importance of Messaging

The next theme, Importance of Messaging, acknowledged the significance that messaging plays in controlling the narrative of HBCUs. Presidents shared the critical need of HBCUs to have clear and concise message in order to effectively sell the value of the institution to constituents. The value and necessity for HBCUs is still being debated more than 150 years after their establishment in many sectors of the US because the large majority of the country's HBCUs are not well known. HBCUs must invest more heavily in branding their institutions in order that potential donors within the community become aware of the relevance of the college or

university and the work that is being done there. The message from the college or university can impact potential donors either positively or negatively, therefore they must take the lead in telling their own story. Presidents shared the importance of consistently telling their story in order to change the narrative and perception to potential stakeholders as a whole of what an HBCU is and how they can benefit from their connection with the HBCU.

HBCUs must take a more active and aggressive role in telling their stories in order to control the narrative. The importance of the message is essential in effectively telling the story and places the institution in a more favorable light with potential stakeholders. Since no one can tell your story like you can, HBCUs must take opportunities to constantly share the great accomplishments that are taking place at the college or university. These accomplishments should be shared with the media, on social media, in newsletters to alumni and donors and other forms of communication. Through effective messaging all stakeholders can actively support, advocate for and engage in the institution.

Fundraising Strategies

The third theme, fundraising strategies, recognized the need for HBCUs to expand their methods of fundraising. Fundraising in higher education is not the sole responsibility of the president and the institution's advancement office—all stakeholders must play their role and should be involved in fundraising for the college. HBCUs must expand their methods of fundraising in order to extend their reach. In order to do so, additional and more effective fundraising strategies must be implemented on the campuses of HBCUs. The fundraising strategies used by the HBCU should include a Beneficiary Builder Funding Model. Using the Beneficiary Builder Funding Model, HBCUs should reach out to their alumni more often and

make a concerted effort to ask for their support regularly. The development of a corporate philanthropy fundraising strategy should also be at the top of the list of methods to fundraise because without it HBCUs are missing opportunities in that space. In developing corporate strategies, HBCUs must seek opportunities to raise funds through naming of buildings, parts of buildings and other academic units for current and prominent potential donors in their community. As an additional method of partnering with and engaging the corporate sector, HBCUs must also develop fundraising strategies to sell diversity as a value-proposition. Due to their need to diversify the workforce, major corporations should first seek talented employees on the campuses of HBCUs. Therefore, HBCUs must emphasize the great minds and excellent talent that is available on their campuses that can be an asset to major corporate organizations. They must also ensure that their board of trustees are actively engaged in raising funds for the college.

The board of trustees is another critical element in the fundraising strategies at HBCUs. Members of an HBCU's board of trustees should be selected based on their ability and willingness to support the college financially as well as their commitment to the mission and vision of the college. As board members they should be able to donate funds regularly in addition to bringing money to the college through their circle of influence. If the college's board of trustees is not actively and regularly involved in fundraising, this could very well cause the demise of another HBCU. In addition to the involvement of the board of trustees, student and alumni participation are also very beneficial strategies for fundraising. Student involvement in fundraising while they are still enrolled helps to educate them on the role that fundraising plays for the college and how the college is able to survive and thrive through these donations. This

strategy also instills a philanthropic mindset that when they become alumni, they are expected to continue to actively contribute to the college or university. In addition, this strategy may very well increase the level of alumni donations over the course of the years to come.

Barriers to Fundraising

The fourth and final theme, barriers to fundraising, documented the numerous barriers that HBCUs still encounter even today (Gasman, 2010). These HBCUs face numerous barriers to fundraising due to lack of resources and limited capacity in terms of small advancement offices and staff. They continue to operate in an on-going cycle of the need to increase their staff and resources in order to garner more funds but are constantly faced with being last on the list of areas to improve on the campus. Presidents acknowledge that this is one of their biggest challenges and are aware of the importance of improving this part of their fundraising operation. These improvements must include hiring and training additional staff and installing updated technology to permit the advancement office to aggressively seek funds.

Race continues to serve as an additional challenge in fundraising for presidents of HBCUs. The examination of critical race theory by Patton et al (2007) explains how traditional aspects of education and structures supporting educational systems perpetuate racism. The reality of these HBCUs is that they are just that—Black colleges and universities. Presidents of these colleges and universities consistently experience receiving lower donations while their white counterparts are lauded with contributions. HBCUs are attempting to do the same thing in terms of transforming students that their white counterparts are doing, however philanthropists' perception is that they don't need as much to do the job. Although race continues to be a challenge, HBCUs must remain persistent in their efforts to push past these racial barriers.

Alumni support also provides additional challenges in fundraising and seems to be the largest barrier for HBCUs. Presidents of the HBCUs who participated in this study expressed disappointing levels of contributions from alumni but also acknowledged their lack of effort in pursuing alumni funds and their need to do a better job in reaching out to their alumni. Too many times have alumni communicated to these presidents that no one has reached out to them or that they haven't been asked in many years. Alumni investment and involvement in HBCUs beyond homecoming and other athletic events is vital to their success.

This research study highlighted that the experiences of presidents of HBCUs regarding fundraising is significant to the success of their institutions. These experiences of presidents of HBCUs indicate that while race plays a significant role in their ability to raise funds for their institution, there are additional areas of improvement within their college or university that are needed to better position them garner more funds. Furthermore, they understand that due to the issue of race being a constant in the United States, they must change how they do business for the purpose of ensuring their survival and success.

Implications for Leaders of HBCUs

Presidents of HBCUs' major role is leading fundraising efforts to ensure that their college or university thrive within the higher education landscape. Their ability to successfully perform these duties are impacted in many aspects by the approaches to fundraising used by these presidents. The differences in the fundraising approaches that are used by the presidents have an effect on the level of funds that are able to be raised for the college or university. This study provided important implications for leaders of HBCUs from the experiences shared by the selected presidents of the participating colleges and universities.

1. The foundation for successful fundraising at HBCUs begins with the Office of Institutional Advancement. The Office of Institutional Advancement or the Advancement Office is the basis and foundation for seeking funds for the institution. It is in this office that the strategies are developed, research on potential donors is carried out, and the management of every stage of the donor pipeline is controlled. Since this is the foundation, presidents must ensure that the foundation is solid. Presidents acknowledge that this is their backbone and therefore must make a more concerted effort to invest into their advancement offices so that they can obtain more funding to tackle other issues such as building revitalization, updated technology throughout the campus and research facilities among other things. They must resource the advancement office in such a way that it has the capacity to carry out the fundraising needs of the institution. They must ensure that the advancement office is properly staffed and fundraising professionals are effectively trained to assist in driving the fundraising portfolio.

In order to properly invest in building and developing the advancement office, grants should be sought and written to aid in the enhancement of this office. According to Gasman (2010) the Kresge Foundation awarded funds to five black colleges which resulted in the increasing of their advancement operation capacity and caused them to become much stronger in fundraising. HBCUs must stop fundraising just to meet the budget and begin focusing on raising funds to increase their endowments. A more robust and well-resourced advancement office will strengthen the college or university's ability to reach more donors, seek more grants and compete for more research dollars.

2. HBCUs presidents must actively and aggressively embrace fundraising as primary duty in their role as president. The fundraising for institutions rises and falls with the president as he is

recognized as the lead fundraiser. HBCUs need presidents who are multi-faceted and well balanced that can raise money for the college or university. Presidents must be knowledgeable of the nuances that make a college or university successful and must aim to raise funds to create these environments. The ability to effectively raise funds is a critical skill for presidents of HBCUs that must survive in the higher education landscape.

The landscape in higher education has changed and continues to change as federal and state funding continues to decrease. If HBCUs are to survive and thrive in this new landscape, they must change the way that they do business in their selection of leaders. Gone are the days of filling vacancies for the position of president of the college or university with someone who comes up the ranks and assume the position of president. HBCUs must be more strategic in selecting the leaders of their institutions as they should focus on candidates that are visionaries and effective fundraisers.

3. The Board of Trustees at HBCUs plays a critical role in fundraising and must be occupied with members who have a proven track record of giving. One of the biggest mistakes that HBCUs make in selecting members for their board of trustees is staffing it with people who are not engaged in giving and fundraising. Membership on the HBCU board of trustee should come with the requirement of members to make annual donations of specific amounts that can effectively make a difference for the college or university. HBCUs should not have to do a campaign of any kind to get the board of trustees to give as that is part of their requirement as board members. Additionally, board members should be committed to regularly raising a specific dollar amount for the institution through their circle of influence. Board members, along with the president of the college, should feel responsible for moving the institution in a strong and

successful direction—this includes bringing money to the table. Board members should have a proven track record of giving or raising funds as a testament to how they will be an asset to the institution.

Recommendations for Future Studies

As mentioned in Chapter two of this study, there is a substantial gap in the literature concerning president's fundraising and specifically HBCU presidents. This study resulted in a greater understanding of presidents' experiences in fundraising at HBCUs. The study revealed that ultimately those responsible for bringing funds into the institution are those that serve as leaders of the college or university, specifically the president and the board of trustees. However, further research is needed to close the gap in the literature concerning presidents at HBCUs.

Further research that explores the affect that the president's gender has on fundraising is necessary. As more institutions are being led by female presidents, value in their experiences and their perspective as leaders become more prominent in the higher education landscape. Both qualitative and quantitative studies would add to current knowledge by investigating female leadership experiences at HBCUs as well as the level of funds raised during their tenure as president of the institution.

Additionally, it would prove beneficial to examine the work of the board of trustees at HBCUs and their performance relative to fundraising for their respective college or university. Research that explores the effect that the board of trustees has on the success or failure of the college or university would provide further insight into HBCU leadership and offer best practices on things that are working for successful institutions.

Lastly, further investigation on the broader topic of Minority Serving Institutions (MSIs) and the role they play in the education of lower income students of color would be fruitful. Further studies that provide insight into leadership at MSIs would shed an important light on these institutions in terms of funding and fundraising.

CHAPTER SUMMARY

This final chapter included a summary of the study's related literature and methodology and presented a discussion of the data analyzed as well as conclusions drawn from the analysis. In addition, it contained the four central themes identified for analysis and discussion: (1) President's Role in Fundraising, (2) Importance of Messaging, (3) Fundraising Strategies, and (4) Barriers to Fundraising. The study examined the experiences of HBCU presidents in fundraising in the US states of Florida, Georgia and South Carolina as well as their philosophies and approaches to fundraising. The presidents' participation in the study provided a greater understanding of their challenges and perspectives on the HBCU fundraising landscape.

Overall, findings from this study provided a clearer understanding of fundraising at HBCUs from entities other than the Office of Institutional Advancement. Much of the current body of knowledge focused on HBCUs surrounds advancement offices and their work with alumni and potential donors. This study enhances the body of knowledge as it focused on the leadership of the institution. HBCUs are staple institutions of higher education and provide opportunities for students who may not otherwise be able to obtain a degree. As such, it is critical these institutions continue to not only survive but thrive through continuous fundraising efforts by the presidents of these colleges and universities.

APPENDIX A**Demographic Fact Sheet**

Date of Interview: _____

Time of Interview: _____

Length/Duration of Interview: _____

Place/Location of Interview: _____

Name of Participant _____

Participant's Gender: Male Female Transgender Prefer not to say (Circle one)

Name of College or University _____

Location of College or University _____

Is the college or university publicly or privately funded? (Circle one)

What is the current student population? _____

Number of years served as president of **this college or university** _____Number of years served as president in **higher education** _____

Number of years of experience in fundraising _____

Number of fundraising campaigns you have led _____

What other positions have you held that contributed to your fundraising experience?

APPENDIX B

Interview Questions

1. Please tell me about your philosophy or approach to fundraising
2. Please tell me about the fundraising campaigns that you have conducted at this institution
3. Please describe your fundraising activities. How do you tailor your fundraising tactics to different demographic groups?
4. Please provide an example of a successful strategy and one that fell short of your expectations.
5. Please describe how you engage or involve potential donors to the university
6. What have been the three largest barriers to fundraising at this institution?
7. How successful has your fundraising approach been?
8. What role, if any, does race or ethnicity play in seeking potential donors?
9. Has race impacted your relationships with donors (either negatively or positively)?
10. What is the approximate total dollar amount you have raised for this institution?
11. Given the current climate of federal funding for HBCUs, what do you think needs to happen from a fundraising standpoint to ensure the sustainability of your school (and HBCUs more broadly) in the 21st century?
12. At your institution can you please discuss the primary responsibility of your development or advancement administrator in comparison to your role as a fundraiser?
13. Is there anything else that you'd like to share that was not covered during this interview?

APPENDIX C

January 8, 2018

«Title» «First_Name» «Last_Name»
«Job_Title»
«Institution»
«Address_Line_1»
«City» «State» «ZIP_Code»

Dear «Title» «Last_Name»:

I am a graduate student under the direction of Dr. E. Newton Jackson, Jr. in the Department of Leadership, School Counseling & Sport Management in the College of Education and Human Services at the University of North Florida. I am conducting a research study to examine the college presidents' approaches and strategies to fundraising at Historically Black College or Universities (HBCUs) in the Southern part of the United States.

I am requesting your participation in this research project. This will entail allowing me to visit «Institution» during the spring semester of 2018 for approximately three hours to conduct an interview with you on your fundraising approaches and strategies. Your participation in this study is voluntary. You may choose not to participate or to withdraw from the study at any time. The results of the research study may be published, but you may choose not to be identified. Interviews, data and other documentation will be confidential.

Your participation in this study will be beneficial not only for HBCUs in general, but based on the results of this study, I will present suggestions for your consideration as additional possible strategies for further enhancement of the practices within your institution as well.

Please find enclosed an abstract of the study and the consent form, which further outlines the stipulations regarding this research project. I will call you in approximately two weeks to make specific arrangements for my visit to «Institution» to conduct the interview or schedule the interview to be conducted via Skype. If you have any questions in the meantime, please feel free to call me or email me. I thank you in advance for your assistance.

Sincerely,

Ms. Samantha Betton, Ed.D. Candidate
University of North Florida

APPENDIX D

Informed Consent Form

University of North Florida

Consent to Participate in Research Project

Title of Research: Presidential Approaches to Fundraising at Selected Historically Black Colleges and Universities (HBCUs)

Investigator: Samantha Betton

Before agreeing to participate in this research study, it is important that you read the following explanation of this study. This statement describes the purpose, procedures, benefits, risks, discomforts, and precautions of the program. Also described are the alternative procedures available to you, as well as your right to withdraw from the study at any time.

Purpose of the Study

The purpose of this study is to examine college presidents' approaches to fundraising at selected Historically Black Colleges or Universities (HBCUs) in the South Eastern region of the United States. This study will examine the strategies employed by these institutions and particularly their presidents. It will also examine the philosophies, experiences, and fundraising strategies currently being employed by the selected college and university presidents.

If you choose to participate in this study you will complete a short demographic data collection form and a single interview. The interview will be audiotaped or videotaped and handwritten notes will be taken by the researcher to ensure that all accounts of the interview including participant expressions and gestures are reflected. All accounts of the interview will later be reviewed by the researcher for the purpose of data analysis. The interviews will be conducted in a setting that is mutually agreed upon by the participant and the researcher.

Benefits of the Study

The anticipated benefit of participation in this study is the opportunity to discuss your experiences, feelings, and perceptions related to your fundraising experiences.

Risks of the Study

There are no risks that are anticipated from your participation in this study.

Alternative Procedures

Interviews will take place via Skype and video recorded if an in-person interview cannot be scheduled due to time or schedule conflicts.

Confidentiality

The information gathered during this study will remain confidential on an encrypted external hard drive during this project. Only authorized personnel will have access to the study data and information. Participant's names will only be available to authorized personnel. The data will be destroyed at the completion of the study.

The results of the research will be published in the form of a dissertation and may be published in a professional journal or presented at professional meetings.

Withdrawal

Participation in this study is voluntary. You may refuse to participate in this study with no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled.

Costs and Compensation

The only cost to you is your valued time and knowledge. There will be no monetary cost or compensation for participation in this study, but your valued time is very much appreciated.

Questions

For questions concerning this study, participants should contact Dr. E. Newton Jackson, Jr. at 904-620-1829. For questions regarding rights as a person in this study, participants should contact Dr. Jennifer Wesely, Chair, UNF Institutional Review Board, (904) 620-2455.

Consent to Participate

This agreement states that you have received a copy of this informed consent. Your signature below indicates that you agree to participate in this study.

Signature of Participant

Date

Name of Participant (printed)

Signature of Researcher

Date

APPENDIX E**Participating Colleges or Universities**

Florida

- Bethune Cookman University
- Edward Waters College
- Florida A&M University

Georgia

- Clark Atlanta University
- Fort Valley State University
- Morehouse College

South Carolina

- Benedict College
- Claflin University
- South Carolina State University
- Voorhees College

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SAMANTHA O. BETTON

CURRICULUM VITAE

SUMMARY OF QUALIFICATIONS

→ A performance driven, consistent, enthusiastic, and *highly talented management, leadership, organizational effectiveness and athletics administrator* with accomplished experience in the advancement and development of professional organizations by contributing technical expertise, and executing leadership to increase productivity

Professor of *information technology* with *years of professional experience* coupled with a *proven track record* as an educator producing positive results both in and out of the classroom; experienced in all facets of teaching and educational administration; praised for leadership and ability to work collaboratively with all shareholder including faculty, staff, students, and community members.

- Superior customer service coupled with effective oral and written communication skills.
- Ability to establish and maintain positive relationships with staff; ability to motivate and encourage others to contribute to a team effort.
- Effective problem-solver and decision maker; excellent interpersonal and negotiating skills; adaptable to new concepts and responsibilities.
- Proficient in handling diverse tasks simultaneously; detail-oriented, efficient, and organized professional with working knowledge of varied systems.
- Commitment to furthering the success of the team members, as well as delivering quality individual performance in a high-pressure environment; exceptionally autonomous, persistent and competitive.
- Microsoft Office Suite

LEADERSHIP EXPERIENCE

- | | |
|--|--|
| ◆ Integrated adult education/ andragogy/ policy | ◆ Greek Life/ fraternity, sorority leadership experience |
| ◆ Improved performance management | ◆ Championed training development & leadership |
| ◆ Facilitated the understanding of learning styles | ◆ Information Technology expert |
| ◆ Owned athletic compliance/ assured policies and procedures | |

EDUCATION

**DOCTOR OF EDUCATION (Ed.D.) EDUCATIONAL LEADERSHIP
CONCENTRATION: HIGHER EDUCATION ADMINISTRATION
UNIVERSITY OF NORTH FLORIDA, JACKSONVILLE, FLORIDA**

July 2018

Dissertation: Presidents' Approaches to Fundraising at Select Historically Black Colleges and Universities (HBCUs)

MASTER OF ARTS (M.A.), COMPUTER INFORMATION & RESOURCE MANAGEMENT May 2004
WEBSTER UNIVERSITY, JACKSONVILLE, FLORIDA
Thesis: Career Services and Graduate Success

BACHELOR OF BUSINESS ADMINISTRATION SCIENCE (B.B.A.) December 2002
COMPUTER INFORMATION SYSTEMS & BUSINESS ADMINISTRATION
SAVANNAH STATE UNIVERSITY, SAVANNAH, GEORGIA

EMPLOYMENT

Assistant Professor, Computer Information Systems January 2003 –
August 2017
Edward Waters College, Jacksonville, Florida

- Teach/ facilitate undergraduate/ graduate classes to students at various levels of the Computer Information Systems (CIS) program; provide full-time instruction to students in the use of application software as used in business organizations.
- Provide academic advisement to students as they matriculate through the CIS program; serve on various faculty and administrative committees and assist in the implementation of new courses.
- Develop course materials and assess student mastery of academic skills and competencies as determined by course outcomes; provide solutions to the students with questions regarding academics, financial aid, personal issues, and attendance.
- Participate in special events involving university and community officials.

Faculty Athletic Representative/ Compliance Officer August 2007 –
August 2017
Edward Waters College, Jacksonville, Florida

- Serve as athletic administrator; maintain compliance with all National Association for Intercollegiate Athletics (NAIA), Sun Conference, and college requirements; provide on-going training to all coaching staff on NAIA Compliance Bylaws.
- Serve as senior administrator responsible for reporting to the president of the college any compliance issues and changes to NAIA Bylaws.
- Work in conjunction and collaborate with the Office of Admissions and College Registrar to evaluate student-athletes for eligibility certification.

Program Coordinator, Computer Information Systems August 2009 –
August 2012
Edward Waters College, Jacksonville, Florida

- Served as Department Coordinator and assisted in the recruitment and selection of department faculty; supervised, evaluated, and trained CIS faculty; responsible for the

assignment of CIS courses, classrooms and labs and ordering textbooks and classroom materials.

- Met with and communicated to faculty the department and college guidelines, procedures and requirements; provided training to college-wide faculty members on campus technology such as classroom instructional delivery system and administrative software system.
- Instrumental in the Division of Professional Programs' annual program review and analysis.

Greek Life Advisor, Division of Student Affairs

May 2008 –

May 2016

Edward Waters College, Jacksonville, Florida

- Developed processes and procedures for Greek Letter Organizations registration and intake; assisted in the restructuring of Greek Life on campus.
- Planned, organized, and facilitated yearly workshops for the Greek Life community; served as Chairperson for College Judicial Board and presided over student hearings; ensured student compliance of college policies.

COURSES TAUGHT

- CIS 101 – Introduction to Computers
- CIS 201 – Introduction to Information Systems
- CIS 220 – Systems Analysis & Design
- CIS 305 – Basic Programming
- CIS 417 – Networking Management Technology
- CIS 440 – Project Management and Practice
- MAN 460 – Management Information Systems

PROFESSIONAL SERVICE/ LEADERSHIP

Edward Waters College, Jacksonville, FL, January 2003 – August 2017

- College Admissions Committee Member
- SACS Compliance Committee Member
- Credentials for Leadership in Management and Business (CLIMB) Programs Committee Member
- College Judicial Board Chairperson
- General Education Oversight Committee Member
- Tenure and Promotion Committee Secretary
- Faculty Senate Secretary
- Academic Programs and Curriculum Committee Secretary
- Faculty Athletic Representative (Compliance Officer)
- Academic Advisor

ORGANIZATIONS & MEMBERSHIPS

- Sigma Beta Delta National Honor Society (ΣΒΔ)
- Sigma Gamma Rho Sorority, Inc. (ΣΓΡ) – Regional Officer
- Association of Information Technology Professionals
- Florida Office of Women in Higher Education