SCHOOL *of*
GRADUATE STUDIES
EAST TENNESSEE STATE UNIVERSITY

East Tennessee State University
Digital Commons @ East
Tennessee State University

Electronic Theses and Dissertations

Student Works

5-2012

Understanding Philanthropic Motivations of Northeast State Community College Donors

Heather J. Cook
East Tennessee State University

Follow this and additional works at: https://dc.etsu.edu/etd

Part of the Educational Sociology Commons

Recommended Citation

Cook, Heather J., "Understanding Philanthropic Motivations of Northeast State Community College Donors" (2012). *Electronic Theses and Dissertations.* Paper 1403. https://dc.etsu.edu/etd/1403

Understanding Philanthropic Motivations of Northeast State Community College Donors

_____

A dissertation

presented to

the faculty of the Department of Educational Leadership and Policy Analysis

East Tennessee State University

In partial fulfillment

of the requirements for the degree

Doctor of Education in Educational Leadership

_____

by

Heather J. Cook

May 2012

_____

Dr. Catherine Glascock, Chair
Dr. Jeff Anderson
Dr. Virginia Foley
Dr. James Lampley

Keywords: Philanthropy, higher education, community college, motivations for giving

ABSTRACT

Understanding Philanthropic Motivations of Northeast State Community College Donors

by

Heather J. Cook

At Northeast State Community College (NeSCC) nearly 70% of students need some form of financial aid to attend. State support is flattening or decreasing and the gap is filled by private donors' support (Northeast State Community College, 2011). Hundreds of donors have made significant contributions to aid in the education of those in the Northeast Tennessee region. The purpose of this study was to investigate the philanthropic motivations of a select group of 4 donors who have given a significant amount to a community college and to garner their specific reasons for doing so.

This qualitative study included 4 interviews from current donors in the President's Trust at NeSCC who had contributed at least $10,000. I interviewed an alumni representative, a faculty member, an individual contributor, and a corporate representative to better understand their approaches and perspectives on giving to NeSCC.

Through the interviews, I learned personal stories and motivations for giving. Some of their experiences can be linked to the servant leadership theory, transformational leadership, and Maslow's Hierarchy of Needs. Also, the participants had similarities in stating that it was

rewarding to give back and they all agreed that something from childhood spawned their

motivations for giving.

DEDICATION

I would like to dedicate this dissertation to my wonderful and loving husband Lafe Cook. His encouragement and words of wisdom were greatly appreciated and definitely welcomed when this journey seemed overwhelming. It was so gratifying to know he was proud of me and I am thankful and honored that he was supportive of my educational dreams.

I would also like to dedicate this dissertation to my nanny and papaw Shirley and Earl Grindstaff. Throughout my entire life they pushed me to succeed and always expected excellence in all I did--especially my education. I learned so much about hard work and dedication from my papaw, and I appreciate him for allowing me to finish my degree.

I would also like to dedicate this dissertation to Nancy Dishner. From the moment I met her she was like a mother to me. I would not be where I am today if it had not been for her guidance and encouragement. The greatest compliment I ever received was when someone said I was just like her. While I only hope to *try* to be like her, I loved the compliment.

To my stepchildren Kennon and Morgan Cook and my nephew Sean Collins, I hope you grow to have a passion for learning as I have and I look forward to encouraging you along the way as others have done for me.

ACKNOWLEDGMENTS

Thank you to my family and friends for your encouragement and support throughout this journey. I have so many people who have helped me, and listing their names just does not do justice for how lucky I am to have them in my life.

To my husband: Thank you for making every moment special, for loving me more each day, and definitely thank you for cooking!

To my nanny and papaw: Thank you for always being there for me and being proud of me.

To my parents Bob and Becky Jones: Thank you for believing in me, encouraging me along the way, and for celebrating all my successes with me.

To Nancy Dishner: Thank you for being you. I am a better person in this world because of you and I am beyond grateful for your love.

To Louie Gump: Thank you for your vision for the Roan Scholars Program and your words of wisdom since I became a Roan Scholar.

To Jeff Anderson: Thank you for always having a great attitude. I truly appreciate your willingness to help me as I "grow up" and I am honored to have you on my committee.

To my sister-in-law Kayci and my father-in-law John: Thank you for being excited for me and for welcoming me into the family with such open arms.

To my editor Deb Bryan: You are a lifesaver and truly a remarkable lady. Thank you for your commitment to excellence; I wish you all the best because you helped me achieve my best.

To Carol Lyon: Thank you for your tireless hours transcribing my interviews. It is a pleasure working with you and I truly appreciate your hard work and dedication to excellence.

To my committee Dr. Catherine Glascock, Dr. Virginia Foley, Dr. Jim Lampley, and Dr. Jeff Anderson: Thank you for your guidance, honesty, and patience with me as I completed my dissertation. I have you to thank for getting me across the finish line. Thank you!

To my participants: Thank you for taking time out of your extremely busy schedules to share your personal stories with me. I thoroughly enjoyed listening to each of you and I was honored you allowed me to use your experiences for my study.

To many, many friends who have laughed, cried, and laughed some more with me: Sharon and Darrell Duncan, Mikki Hale, Keely Goodwin, Claire McKissick, Frances Cottrell, Jo Cook, Aleisha Watson, Perry Elliott, Lisa Smith, and of course my four-legged sweetheart, Sophie, even though she just smiled.

CONTENTS

LIST OF FIGURES

Table   Page

CHAPTER 1

INTRODUCTION

"Philanthropy is almost the only virtue which is sufficiently appreciated by mankind" ~

Henry David Thoreau

(Famous Quotes, 1854/2011, n. p.).

In a society of war, economic recessions, and media's sensationalism of reality and poverty, giving – whether in terms of money, time, or service – provides hope for the future (Cohen, 2009). It is difficult to ascertain how a dollar donated actually benefits the individual or organization to which it is given. A donation has the potential to touch lives, lend a helping hand, or brighten someone's day. The assurance of philanthropy in a community can mean the difference between a thriving one and a deteriorating one. The act of giving can inspire, motivate, and capture an essence of hope and pride for an individual, an organization, or an entire community.

Thousands of charitable organizations exist today, so it is intriguing to determine how they create sustainability (Partnership for Philanthropic Planning, 2011). A case in point is someone donating to the Susan G. Komen Foundation because a family member died of breast cancer. The real-life experience provides the desire to support a cause. A further example is a donation to world hunger efforts because one feels a need to contribute to something larger than oneself. Alumni often donate to colleges or universities as a means of gratitude. Others might give to a fundraising campaign because of a successful marketing strategy that tugged at their

heartstrings. Another instance is someone donating a significant contribution to a well-known charitable organization to gain status or recognition (Fleishman, 2007).

All of the abovementioned illustrations are applicable in one situation or another; however, this qualitative study addressed the philanthropic motivations of a select group of four Northeast State Community College donors to garner an understanding of the motivations that led to their advanced levels of giving.

Defining Philanthropy

A simple way of defining the term *philanthropy* is "the love for mankind" (Fabricant, 1961, p. 162). According to the Giving USA Foundation (2011) "Charitable giving remains a central part of the American fabric" (p. i) despite an economic downturn since 2008. In 2010 approximately 2% of disposable income was donated to charity; this reflects a continued growth over several decades. Foundations also showed an increase in giving by 2%. In fact the only years that overall giving did not increase were 1987, 2008, and 2009, all of which followed an economic recession (Giving USA Foundation, 2011).

According to Donnan (2007), "Philanthropy is hot" (p. 16). During the time this quote was given the economic climate was strong and Americans had more disposable income. Examples of large-scale formal philanthropy include Oprah Winfrey's $40-million gift to establish a girls' leadership academy, Warren Buffett's gift of $30.7 billion to the Gates Foundation, and David Rockefeller's contribution of $225 million to the Rockefeller Brothers Fund. Also during this time there were smaller-scale donations such as a $500 donation to Susan G. Komen for breast cancer research (Katz, 2007).

A Community College Environment

Community college foundations were set up to facilitate giving from donors to students through scholarships. For a community college the demographic is generally low-to-moderate income students. The majority of students enrolling at a community college are recent high school graduates. Other groups are categorized as first-generational students, dual-enrollment students, and nontraditional students. A first-generational student is the first member of his or her family to attend college. Dual-enrollment students are still in high school and are taking extra courses for college credit. Anyone over the age of 25 who attends college is considered a nontraditional student (Lyon, 2011).

Nearly 70% of students at a community college need financial assistance. With a flattening or decrease in the state's funding, dependence upon private giving continues to rise. Hopefully community leaders will see the value of investing in a community college because it educates the region's future workforce that in return helps boost the local economy (Lyon, 2011).

Northeast State Community College

The following excerpt was taken from the 2009-2010 NeSCC Annual Report (Northeast State Community College, 2011):

> Northeast State Community College is an open-access, public, comprehensive community college which is affiliated with the State University and Community College System in Tennessee and governed by the Tennessee Board of Regents. Northeast State's primary service area includes Carter, Johnson, Sullivan, Unicoi, and Washington Counties and expands to include 10 additional counties for the delivery of Engineering Technologies. As a result of the College's commitment to accessibility and diversity, educational opportunities are offered to all residents of its service area without regard to race, gender, religion, national origin, age, disability, or veteran status.
> Northeast State provides programs of study leading to the associate of arts, associate of science, and associate of applied science degrees, as well as academic and technical certificates. Within these academic areas, the college provides business, technical, and health-related professions programs which prepare students for immediate

employment, university parallel programs designed for transfer to other institutions of higher education, honors courses for the academically talented, and a developmental education program to prepare students for college-level studies.

Northeast State provides a broad range of high-quality services and programs at an affordable cost. To accommodate students, programming and comprehensive support services are offered at multiple sites through varied delivery systems and schedules.

Northeast State provides access to and the application of technology to enhance teaching, learning, and service to the community. The College collaborates with other post-secondary institutions and public and private K–12 schools in the service area to promote high academic standards, ensure educational mobility, and encourage lifelong learning.

Northeast State provides leadership in support of entrepreneurial activities and encourages business and industrial partnerships to promote workforce development. The College promotes economic and community development through progressive public service activities. Specialized training for business, industry, and government is provided through standard and customized delivery systems. Continuing education and personal interest classes are offered for individuals desiring professional growth and personal enrichment. The College sponsors a variety of public programs relating to cultural, artistic, and recreational interests.

Northeast State incorporates rigorous planning and assessment procedures designed to improve institutional effectiveness in all instructional and administrative processes. The College's commitment to equity and success for a diverse student body enhances the quality of life in the Northeast Tennessee region. (n. p.)

Statement of the Problem

At Northeast State Community College nearly 70% of students need some form of financial aid to attend. State support is flattening or decreasing and the gap is filled by private donors' support (Northeast State Community College, 2011). Hundreds of donors have made significant contributions to aid in the education of those in the Northeast Tennessee region. The purpose of this study was to investigate the philanthropic motivations of a select group of four donors who have given a significant amount to a community college and to garner their specific reasons for doing so. Northeast State Community College is the institution targeted in this study.

Significance of the Study

Understanding the philanthropic motivations of donors at Northeast State Community College is important, and it should prove interesting to learn how this region is shaped by philanthropists. It is important because people in the community need to know about the impact these individuals have made in the region, and it is interesting because various large projects sponsored by philanthropists have come to fruition because of their generosity and willingness to improve the quality of life in this region. The dollars given are important but the time and commitment to creating positive results in the lives affected by the donations is another vital part of the equation (Brower, 2001).

This qualitative study is a narrative analysis, so it is also significant for nonprofit organizations that participate in fundraising and are concerned with understanding philanthropic motivations. The discovery of why philanthropists give donations could help other organizations that plan to implement marketing and fundraising campaigns. The study cannot be generalized to other populations; however, it could provide an indication of whether or not an organization should further investigate its fundraising activities (Denzin, 2005).

The funds donated to Northeast State Community College provide students with scholarships. Because of Northeast State Community College's demographics, financial aid assists the majority of students. At Northeast State Community College some (most) scholarships are separate from financial aid. Donors want to help students, but they also want to see results. This study not only addressed an awareness of why donors wrote checks to the foundation but it was also an attempt to understand the life experiences that led to their desire to give.

This study could provide personal reflections of the donors that might not be gathered with a quantitative study. The narrative analysis approach allows for a level of communication that could derive more detail than a survey would garner. Also these donors have varying stories, and a comparative analysis might reveal even more details as to why they donated to Northeast State Community College.

People in the region should be able to use the results of this study as a resource and a guide to approach future donors. It might provide a frame of reference based upon the donors' versions of why they chose to give to a community college, and in some eyes, the region.

Research Questions

Below are the main research questions regarding this study:

1. What are the philanthropic motivations for donating to Northeast State Community College on a personal and professional level?

2. What life experiences led to the desire for the donor to give money to Northeast State Community College?

Definitions of Terms

The following definitions were used for the purpose of this study:

1. Baby boomers: This term describes people born between 1946 and 1964 inclusive (Bhagat, Loeb, & Rovner, 2010).

2. Charitable annuity: This allows one to make a charitable gift today, receive an income for life, avoid capital gains, support a favorite charity, and potentially earn an immediate charitable tax deduction (Business Dictionary, 2011).

3. Donor-advised funds: As used in the study, these are funds where a financial advisor or accountant determines a giving for current investments for large trusts or endowments (Lampman, 2007, p. 1).

4. Dual-enrollment student: This is a student who attends both high school and college simultaneously.

5. Endowment: This is part of an institution's income derived from donations; it lasts for perpetuity (Merriam-Webster, 2011).

6. First-generational student: This is an enrolled student who is the first to attend college in his or her family.

7. Generation X: This term describes people born between 1965 and 1980 inclusive (Bhagat et al., 2010).

8. Generation Y: This describes people born in or after 1981 (Bhagat et al., 2010).

9. Generativity: This is a practice of paying if forward; donating to ensure that something will continue to exist (Coombs, Christensen, & Shipp, 2008).

10. Immortality striving: This is a practice of making donations based on ego; individuals create meaning for their lives that is sustainable even after they pass away (Coombs et al., 2008).

11. Legacy creation: This describes a less selfish form of immortality striving; practice of leaving a legacy behind is based upon someone's belief and value systems (Coombs et al., 2008).

12. Matures: This term describes people born in 1945 or earlier (Bhagat et al., 2010).

13. Nontraditional students: This is a term for students enrolled in college who are 25 years old or older.

14. Philanthrocapitalism: This is another term for venture philanthropists (Thomas, 2011).

15. President's trust: This is a term to describe a donor at Northeast State Community College who donates $10,000 or more cumulatively (Northeast State Community College Foundation, 2011).

16. Psychic poverty: This condition occurs when donors think they are too poor to give to charity because it will then take more resources to sustain the economy when the market is down (Drenzer, 2006, p. 298).

17. Stretch gifts: These are donations given by individuals who in giving the gift will not be able to live at the same lifestyle level as before they gave the gift (Beatty, 2007, p. 1).

18. Venture philanthropy: As used in the study, this is grant making based on principle used by venture capitalists for investing in new businesses; characterized by a challenging, rigorous, better-measured, and entrepreneurial approach to giving; grantors do not give only money but also give their time to an organization in the areas of accounting, marketing, operations management, and in whatever else they excel (Brower, 2001).

Delimitations and Limitations

Because this study consisted of interviews with four donors, it was limited in sample size. With only four interviewees, the object was to derive specific examples and stories from each donor. Considering that all donors were from the Northeast Tennessee region, regional bias

might exist. People from different locations will not be able to transfer this study to their regions.

The study cannot be generalized to a larger population. Whereas some donors' motivations are similar and seemingly universal, I did not attempt to address the motivations of donors outside of Northeast State Community College or other donors who have donated to Northeast State Community College.

The four male donors are very well known in the region. Therefore, it was pertinent that I receive the true account because it is a possibility that they will only provide politically correct, public answers. The public answer is one that is scripted and shows no flaws, problems, or inconsistencies. The personal answer, including private details, is the answer the interviewer hopes for but might not obtain.

The information gathered was the responsibility of the interviewer. Interviewer bias might exist because this was my first official opportunity to collect qualitative data. Because I was not experienced, I needed to develop interviewing skills in a qualitative format to learn how to remain neutral and how to glean what I was trying to accomplish without posing as an advocate. Prior to the study, it has been a weakness that I remain an advocate for the philanthropists instead of remaining neutral.

In order to limit the weaknesses of the study, I practiced with mock interviews to improve my interviewing skills. I interviewed four donors for the actual research study.

The research study did not take into account race, gender, or socioeconomic status. It also did not represent the total donor population at Northeast State Community College. The study reflected only the opinions of the four purposefully chosen candidates.

Overview

Chapter 1 includes an introduction to the study that includes a definition of philanthropy and an explanation of why it is significant to Northeast State Community College and the region. It also contains a statement of the problem, significance of the study, research questions, a list of defined terms used in the study, and delimitations and limitations.

Chapter 2 includes research on the topics of philanthropy, donors' motivations, and the roles psychology plays in philanthropy. Examples of foundations and how they generally operate are also found in Chapter 2. A description of the Northeast State Community College Foundation and select policies and procedures for the organization are in Chapter 2.

In Chapter 3, the qualitative methodology is discussed in detail outlining the interviews conducted and a description of the four interviewees.

Chapter 4 highlights the interviews and observations of the study. It also includes pieces of the transcription.

Chapter 5 presents the findings from the research and how they relate to the research literature displayed in Chapter 2. It also provides recommendations for future research on this topic.

CHAPTER 2

LITERATURE REVIEW

A simple way of defining the term *philanthropy* is "the love for mankind" (Fabricant, 1961, p.162). When put into practice, this love for humankind has led some to share their resources with others who are not as fortunate. Among economics, finance, and marketing, philanthropy has been a driving force in the American economy in the last several years. In the United States the majority of donations have come from less than 20% of the population (Coombs et al., 2008). In the educational arena, fundraisers predicted a 5% increase in donations for the fiscal year 2011 and expect an even larger increase for fiscal year 2012. This growth rate is based upon CASE's annual Voluntary Support of Education Survey (Russell, 2011).

Types of Philanthropy

The main three types of philanthropy are informal, formal, and public policy (Schervish, O'Herlihy, & Havens, 2001). Informal philanthropy is when money is given to friends and family members without an expectation of receiving payment at a later time. Formal philanthropy is any tax-deductible gift given to an organization or charity. Public policy involves government taxes and spending programs. For the interests of this study only formal philanthropy is discussed in regard to donors' motivations.

Many forms of philanthropy exist; therefore, many giving options also exist. The most common way to donate is to give money. One can also donate real estate, stocks, or bonds. One of the most common ways to give on a large-scale is a naming opportunity. A naming opportunity occurs when a donor gives a determined amount of money earmarked for a specific purpose that will reflect the donor's name. For example, the higher education arena received the

24

most naming opportunities from 2000 to 2007 (Center of Philanthropy at Indiana University, 2008). Sometimes the budget does not have funds to start new programs or build new buildings, so universities use naming opportunities to fill the gap.

Planned giving and annual giving are two types of formal philanthropy. Planned giving includes bequests, charitable annuities, estate planning, and others, whereas annual giving typically is a single donation that is applied to administrative costs or a single event (Baldwin, 2008).

Entrepreneurs, business executives, and investors rank as the highest level of donors; most of these are self-made donors. In fact 41% of the donors who contributed more than a million dollars for a single donation were self-made wealth donors. Also, couples' gifts were received the most often with male individuals ranking second (Center of Philanthropy at Indiana University, 2008).

Giving Trends in the United States

America is aging and the implications are that citizens will see a new donor demographic appear by 2020; there is evidence that it has already started (Raymond, 2011). More than half of the nonprofit directors will retire or leave by 2021. Career professionals in the 18 to 35 age range described their work environment much differently from those in standard fields such as education and health. In fact in a survey conducted in 2010 by Changing the World, the second largest category describing careers was "other." Additional categories included technology, women's rights, economic development, and social justice (Raymond, 2011).

According to Drenzer (2006) philanthropic gifts are tied to the economy. Overall giving in the United States increased over 60% between 1994 and 2004. It grew another 60% from

1995 to 2000. Drenzer (2006) reported on a study conducted to determine if there was a correlation between gift amounts and economic indicators. He confirmed that a relationship did exist between the two. For example, capital gifts were connected to the New York Stock Exchange. Consequences from "Black Monday" in 1987, which was the second-largest 1-day decline in the New York Stock Exchange, affected individual giving. Fundraisers called it psychic poverty. According to Drenzer (2006), "Psychic poverty occurs when donors think they are too poor to give to charity because it now will take more resources to sustain the economy when the market is down" (p. 298). Basically, the rich no longer feel rich.

The majority of individual giving has been connected to the Gross Domestic Product (GDP). Drenzer (2006) stated that donor motivations were influenced by recessions and tax cuts. Adversaries of tax cuts have stated that the wealthiest 1% reduced charitable giving despite having more disposable income because it removed incentives to give.

History of Philanthropy

The history of philanthropy in higher education dates back to the founding of Harvard College in 1638. The early American economy did not have the means to support educational endeavors, so the most successful colleges during this time were the ones with talent in fundraising. According to Drenzer (2006), "The regular solicitation of alumni support of colleges and universities did not become commonplace until after World War I" (p. 292). The alma mater movements began at Cornell University. Donors favored capital projects such as new residence halls or athletic facilities, whereas alumni started named scholarships.

As reported by Boverini (2006) similarities existed among 19th century philanthropists such as Andrew Carnegie and John D. Rockefeller and the venture philanthropists of the 21st

26

century. Therefore, some of the basic principles of venture philanthropy were apparent even when philanthropic giants of the 19th century were doling out significant amounts of cash. As far as providing more than funding, Rockefeller offered his architects to redesign Spellman College's campus (Boverini, 2006).

A rise of higher education philanthropy occurred from 1996 to 2000. In fact, higher education institutions as a whole received double-digit percentage increases for 5 consecutive years beginning in 1996. In 2000 a record $23.2 billion was donated to higher education. The first decline occurred in 2002 and from that point a slight decline existed to 2011. With the decline in contributions a definite rise in volunteerism seemed to replace the lack of funding. Even though dramatic funding decreases were not steady, there was a slight increase in giving to education. This might reflect the value that people place on education (Pulley, 2002).

Religious institutions received the highest totals in annual giving with education coming in at second place. In 2004 the Giving USA Foundation (2011) showed that 35.5% of total donations went to religious institutions and only 13.1% went to education; foundations were in third place at 9.7%. These statistics remained relatively steady according to the Giving USA Foundation (2011). In educational terms, religious-based private colleges based their budgets solely on private funds rather than on government monies.

New Millennium

In 2001 a combination of a national tragedy and a recession dramatically affected the amount of donations as well as long-term giving plans for philanthropists. With an unstable economic climate wealthy donors held onto their funds and waited to distribute them when the outlook improved (Browar & Streit, 2003).

In *Philanthropy Transformed: Emerging Change and Change in Charities*, Schultz (2009) identified four issues that define the dynamics of giving:

1. acute, short-term problems – Examples are natural disasters such as tsunamis or hurricanes. Organizations like the American Red Cross receive large donations because of these specific, targeted events;

2. acute, short-term opportunities – An example is sponsoring a traveling art project at a local museum. If a wealthy donor's passion is art, then it is likely he or she would donate to this type of specific project;

3. chronic, long-term problems – Poverty and child hunger are examples of chronic, long-term problems. The Bill and Melinda Gates Foundation is an organization that funds initiatives to solve these epic problems in society; and

4. chronic, long-term opportunities – Supporting research facilities and educational institutions that require ongoing support are examples of chronic, long-term opportunities.

Community college foundations fall into all four categories depending on the need. As most organizations do, community college foundations have both problems and opportunities. Problems include student retention, availability of financial aid, and underwater endowments. Opportunities include business partnerships, attracting alumni as donors, and recognizing the trends of higher education to better prepare for students' needs (Schultz, 2009).

Schultz (2009) explained how philanthropy has been transformed:

The old donor expects the needy to come ask for money. The new donor approaches the organization with ideas. Another example is the old donor believes good works get you into heaven while the new donor believes good works improve humanity. Lastly, the old donor feels like the more wealth he [sic] has, the larger philanthropic project possible. The new donor feels that the more vibrant and positive the buzz of the project, the more

that all-income level donors will combine forces to make the philanthropic project possible. (p. 12)

With today's wealth concentrated among a few large donors such as Bill Gates, Warren Buffett, and Oprah Winfrey comparisons have been made to the times of Andrew Carnegie, John D. Rockefeller, and George Eastman. Strickland (2007) pointed out, "While these past donors built institutions, the current donors are transforming them. [In essence] America's intellectual infrastructure was donated by philanthropists" (p. 105).

With the heavy-hitters of the 19th century smaller donors were often ignored especially women contributors (Walton, 2005). For example Mary Garrett was one of the most significant contributors to Johns Hopkins University because she stipulated that if she donated, the university must accept women to its medical school (Walton, 2005).

According to Strickland (2007) Carnegie and Rockefeller alleged that philanthropy and business should operate separately. Today's philanthropists have combined their business practices with their approaches to philanthropy. They no longer simply write a check. They demand results and evaluation of the gifts they give (Strickland, 2007).

According to Grace and Wendroff (2001) today's philanthropists share seven characteristics:

1. Their first gift is often a major one;

2. they invest in issues and expect results;

3. they seek values-driven organizations and take a lot of time researching organizations;

4. they want organizations to accept their ideas and opinions--not just their money;

5. they are impatient for results;

6. they are impatient about being asked; and

7. they want to be involved and often want a base of power or control in the program or organization. (p. 87)

Summers (2006) reported of a practice at Colgate University where they offered a class in philanthropy; at the end of the semester the class donated $10,000 to a charity of its choice. The class was funded by the Brennan Family Foundation in Ohio because they said they felt the need to teach people how to be responsible with money by studying ways to contribute. In essence, the class benefited both the giver and the receiver. With a younger generation in the classroom at Colgate University, it can offer a different perspective on how to be philanthropic. The goal is to encourage students to continue this trend once they graduate. Because of Colgate's success, other schools want to implement a philanthropic program. According to Summers (2006) Davidson and Cornell are two other schools funded by the Sunshine Lady Foundation that is operated by Doris Buffett, the sister of Warren Buffett.

Lampman (2007) stated that the transfer of wealth could exceed $45 trillion by 2052. With accumulating wealth, there is now a market for "wealth coaches" (p.13). These coaches often serve as consultants to recommend how and where donors should place their money. They are not financial advisors because they are not responsible for growing the money; they simply distribute resources as the donor intends. Donors can become overwhelmed with the magnitude of options in giving or determining the most need. The goal of a wealth coach is to identify fresh ideas so that the donor does not give only for the sake of giving but so that he or she has an educated purpose when donating to organizations. Providing information on organizations could prevent some donors from giving to a complacent charity simply because they have done so in the past (Lampman, 2007).

According to Beatty (2007), "Stretch gifts" (p. 1) are donations given by individuals who in giving the gift will not be able to live at the same lifestyle level as before the gift. In order to accomplish this feat, most people must sell a large item such as a house or car. Others might choose to make smaller, continuous changes such as not eating dinner at restaurants and saving money they would have spent. Beatty (2007) pointed out that this trend, spawned by Warren Buffett's multibillion gifts, reveals the desire for people to do the right thing and improve society as a whole.

Beatty (2007) reported that Nobuko Kajitani worked 37 years at New York's Metropolitan Museum of Art. She lived parsimoniously by walking to work and recycling. After she retired she donated $1 million to the museum in gratitude for the grants given to her that aided her passion about textile-preservation work (Beatty, 2007).

Venture Philanthropists

A new type of philanthropist emerged in the 21st century. Venture philanthropists redefined what it means to give to a charity. Venture philanthropy, also termed high-impact philanthropy, was defined by Brower (2001) as:

> . . . grant making based on principle used by venture capitalists for investing in new businesses; characterized by a challenging, rigorous, better-measured and entrepreneurial approach to giving; grantors do not give only money, but give their time to an organization in the areas of accounting, marketing, operations management, and wherever else they have expertise. (p. 1)

According to Kramer (2002) these deemed new donors want to benchmark the success of their investments and they expect a certain performance in order to determine future support on the goals set. Examples of venture philanthropists are "the cyber and venture-capital rich, women, ethnic and racial groups previously underrepresented in philanthropy, and those who have become wealthy through the intergenerational transfer of trillions of dollars over the years" (p.

4). Unlike traditional givers, they are both pragmatic and idealistic in their giving (Grace &

Wendroff, 2001).

Entrepreneurs are common in the new philanthropists' field. They depict the

abovementioned characteristics. This has caused some resistance from the academic world

because typically the realm of education moves at a slower pace weighing all options and having

a committee or government board decide how to proceed on issues. Entrepreneurs take more

risks--these may or may not pay off. In the educational field, it is a balancing act between

accepting the enthusiasm of a major gift donor and retaining a conservative approach (Marcy,

2001).

Venture philanthropists have also been called philanthropcapitalists (Thomas, 2011).

According to Thomas (2011), Mark Zuckerberg, the 26-year-old founder of Facebook, said he

plans to give away most of his fortune during his lifetime. The idea of philanthrocapitalism is

combining business and charity to be useful and valuable to all stakeholders. Venture

philanthropists have the opportunity to create innovative and somewhat risky strategies for

higher education where the government continues to battle what they define as unsolvable

problems (Thomas, 2011).

Philanthropic Environment

Slambrouck (1999) pointed out, "Experts predict a ten-trillion-dollar transfer of wealth as

baby boomers edge into retirement in coming decades, and the nation's foundations and

charitable organizations want to see a portion of the substantial wealth given to community

causes" (p. 2). This forecast came true with the economic boom in the beginning of the 21st

century. Philanthropy was on the rise because social and economic factors were also on the rise.

It was easier for donors to give a few extra dollars to foundations because of their higher incomes.

Freidman (1982) in his book *Capitalism and Freedom* wrote that donations should be given by individuals rather than corporations because a corporation should pursue profits. However, corporations often benefit from strategically placing emphasis on charity. Porter and Kramer (2003) said there were four charitable synergies of business to consider: (a) availability of production inputs, (b) demand conditions, (c) immediate competitive context, and (d) related and supporting industries. If a corporation decides to invest in charitable synergies, it not only helps the receiver but also helps improve business competiveness by engaging in social responsibility. Social responsibility refers to an organization's need to contribute to society.

Philanthropy is used in marketing, public relations, and advertising as a promotional tool for an organization. Although it might seem like an altruistic form of giving, cause-related marketing and sponsorships are sometimes the real driving force behind large contributions (Porter & Kramer, 2003). Porter and Kramer (2003) asserted that philanthropy could be used to improve corporate goals and align a corporation's long-term strategies. However, Friedman (1982) disagreed with Porter and Kramer (2003) by stating that the "only true social responsibility of business is to increase its profits" (p. 50). Friedman's line of thinking is a selfish stance that is often the reason behind many business decisions. Still, Porter and Kramer (2003) were convinced that if philanthropists would strategically align their passions with their bottom line, a "convergence of interests" (p. 50) would be present to improve both society and the organization.

Generational Giving Trends

Bhagat et al. (2010) conducted a study regarding charitable habits of four different generations: Generation Y, Generation X, Baby Boomers, and Matures. Those in Generation Y were born in or after 1981 and it was found that an estimated 56% gave to charities. Those in Generation X were born between 1965 and 1980 inclusive, and findings showed that an estimated 58% contributed. The Baby Boomers were born between 1946 and 1964 inclusive; it was found that an estimated 67% of this group made charitable contributions. The oldest generation, the Matures, were born in 1945 or earlier and 79% from this group were estimated to give.

The survey by Bhagat et al. (2010) revealed that the majority of fundraising organizations targeted the Mature generation or patterned a campaign after their giving tendencies because they had given the most money over time. This is a simple conclusion given that the Matures have been around the longest; thus, they have had more time to secure wealth and invest their money. Although those in the Mature group continue to contribute the most financially, this generation has been shrinking each year and by the next 20 years the group will potentially be near extinction (Bhagat et al., 2010).

The survey conducted by Bhagat et al. (2010) reflected that the Matures were most responsive to direct mail campaigns. It was found that they typically did not give online because they did not trust technology to be secure. Most of the Matures stated that their preferred payment method was writing a check. It was shown that using cell phones to text donations was emerging as a method of payment for both Generation X and Y. All generations reported they responded to direct mail; however, even some Matures said they used an organization's website or social marketing site to decide whether or not to donate (Bhagat et al., 2010).

Beatty (2007), who studied the giving trends of Baby Boomers, noticed a shift in what this generation desired. Many in the Boomers generation said they preferred the reward of giving as opposed to buying a new expensive car. They said that giving to charity added more meaning to their lives. The Baby Boomers in the study stated that the happiness factor of purchasing a new car or a big-ticket item lasted only about 90 days (Beatty, 2007).

Donations of in-kind goods have increased in the new millennium. Bhagat et al. (2010) found that one reason for the increase was that people still wanted to give even if they could not give financially; therefore, they donated things of value. They also gave their time through volunteering efforts (Bhagat et al., 2010).

Bhagat et al. (2010) found that the main difference between the Mature and Baby Boomer generations and the X and Y generations was their motivation for giving. The Matures and Baby Boomers affirmed they selected a few charities in which to donate and they remained loyal to them. Marketing did not play a significant role with them because they were more than likely to give to the same five or six charities each year. Those in Generation X and Y were found to be emotional givers. They were more likely to give if asked by a friend as opposed to a charity's solicitation for donations. They indicated they prefer an inspirational story that speaks to the heart, not the mind, and they make donations based on what strikes them as important. Bhagat et al. (2010) concluded, therefore, that marketing by multiple channels (i.e. video, websites, and by direct mail) was very important in order to grab the attention of the younger generations.

According to Kaufman and Williams (2011) in the *Association for Fundraising Professionals* newsletter, those in Generation Y need to be engaged as donors because they are the future steady contributors to society. It was found that those in Generation Y not only

wanted to write a check but they also wanted to be involved with processes in the organizations

for which they were passionate. Dagher (2011) stated, "In 2010, 93% of surveyed Millennials

gave to nonprofit organizations, with 21% giving $1,000 or more during the course of a year" (n.

p.). Over 85% were stirred to give when they heard a compelling message. Nearly 50% gave

online and over three fourths said they used a website or Facebook to research an organization

(Dagher, 2011).

Bhagat et al. (2010) gave the following statistics regarding charitable giving habits of

those in Generation X versus Generation Y:

Population:
    X – 6.2 million, Y – 5.1 million

Percentage giving to charity:
    X – 58%, Y – 56%

Average contributions per year:
    X – $796, Y – $341

Percentage who gave less than $100 per year:
    X – 32%, Y – 58%

Percentage who gave more than $1,000 per year:
    X – 12%, Y – 5%. (p. 4)

Higher Education Environment

As cited in Fleishman (2007) Rockefeller was quoted as saying, "Instead of giving alms

to beggars, if anything can be done to remove the cause which lead to the existence of beggars,

then something deeper and broader and more worthwhile will have been accomplished" (p. 105).

From 1996 through 1999, 56% of all $10 million or more gifts went to educational institutions.

Cook's (1997) research showed that donors' motivations for giving to an educational institution

included "belief in mission, organizational prestige, and interest in a certain area" (p. 333).

Colleges that were not performing well still received major contributions but not as many. In those cases, donor motivations included "community pride, loyalty to alma mater, gratitude, or a desire to make a difference" (Cook, 1997, p. 333).

Rowland (2006) interviewed the director of development and executive director of the Anne Arundel Community College Foundation in Arnold, Maryland. According to Rowland (2006) the director stated that she did not view her job as raising money but as showing others the opportunities to support her community college. She said that in her opinion the government can only do so much and that is why philanthropy can be impactful. The less you strive for more money and the more you focus on the needs of the community college, the easier it will be to garner support for its efforts (Rowland, 2006).

The National Initiative to Promote the Growth of Philanthropy is a 5-year program with the purpose of identifying and recruiting the nontraditional donor. Rising social need occurs in nearly all nonprofit organizations; therefore, it is necessary to solicit new donors so that a broader range of people understand their civic duty to help those in need. Slambrouck (1999) gave an example of the principal at a low-income high school in Detroit who endowed a small scholarship at the local college. When asked why he did it, considering he was not wealthy, he said, "Somebody has to pass something along" (Slambrouck, 1999, pg. 2).

Business Environment

In the business environment it is considered smart to invest wisely; therefore, the same is true for philanthropy. It is not considered selfish to give wisely. In fact, major donors have the resources to understand and use the tax system to their advantage, whereas smaller donors often do not take that into account because their giving level is relatively low. Williams (2009)

pointed out, "Since 1977, the federal estate tax has been integrated with the federal gift tax, creating motivation for individuals to donate their estates in order to avoid estate taxes upon their death" (p. 16). Overall the majority of giving comes from the individual donor. In fact the Giving USA Foundation (2011) stated that 73% of donations came from the individual donor. The second-largest contributors were foundations with 14%. The third largest were bequests at 8% and lastly, corporations at 5%.

Unfortunately, for higher education there has been a rising need for monies and resources relating to national disasters; this has shifted the public's focus from education and arts to humankind's immediate urgencies (Boverini, 2006). Hurricane Katrina, tsunamis in Japan, and other national disasters provide examples of the need for donations that supersede education (Brower, 2001). Funding is no longer a luxury that can provide extra programs or capital projects. With state funding being lowered and the shift of gifts from the educational arena to those suffering from natural disasters, fundraising has become vital to the success or even survival of an organization, especially one at the community college level.

Donor-advised funds are increasing in number. A donor-advised fund is when a financial advisor or accountant determines an amount for giving from current investments for large trusts or endowments. A study conducted by Lampman (2007) in Boulder, Colorado, estimated that "one trillion dollars has accumulated in those funds and family foundations, and has not yet moved into charitable offers" (p. 1). Monies sitting in a fund might continue to grow but cannot serve the public good or any other initiative if they are not used. Even with increasing wealth among a portion of the population, total charitable giving has remained steady at 2% of the gross domestic product over the last few decades (Lampman, 2007).

Lampman (2007) asserted that the "not-so-rich" givers often do not receive the limelight they deserve. Lampman (2007) gave an example of a math professor at a community college who would never have been able to go to college if it had not been for scholarships. Therefore according to Lampman (2007) he now donates 60% of his total income each year to support a local charity.

It has been shown that donors are wary of donating during an unstable economy. When the economic downturn began in 2008, donors became reluctant to give (Bass, 2009). However, there are still people in the world who make a lot of money. Bass (2009) said the CEO of Oregon State's Foundation recommended that foundation directors should target individuals with special circumstances until a broader base of donors feel comfortable enough to give again. Sometimes donors are resistant to endowments because they have already lost a portion of their principal because of market downturns. In higher education many donors prefer to give annually so a student is sure to receive the funding. If the endowment does not have an appropriate amount of expendable funds, then a student does not receive a scholarship in that academic year unless the donor supplements with additional funds (Bass, 2009).

Philanthropic Approach to Higher Education

Kerr (2001) stated, "Public colleges have been positioned as places capable of great cures for the maladies of our age" (p. 153). In fact, some of the solutions implemented years ago are now causing new problems for higher education. The future of giving deals with satisfying donors' motivations beyond name recognition such as the naming of a building. At some point one will run out of items to name; therefore, motivation must include a deeper understanding of how support for a community college could be beneficial to students and thus an entire

39

community. It will become more difficult to satisfy donors' needs in order to garner major gifts.

According to Burkhardt (2007) providing more transactional promises in return for a

transactional gift might tax creative energies and shift the focus away from the need, which is

ultimately the students.

Dagher (2011) writing in *The Wall Street Journal* stated that wealthy families are--or

should be--encouraging their children to volunteer and seek out opportunities to help others.

When a family is extremely wealthy, parents want to alleviate their children's selfish desires and

experience joy in giving to others. In order to promote philanthropy, some families have held

meetings with financial advisors to teach advocacy skills and have discussed the importance of

philanthropy and giving back. Advisors say it could be as simple as having a casual

conversation with a child and asking about what he or she loves. When parents volunteer,

advisors say that their children should tag along to experience the reward of helping others.

Modern philanthropic families are attempting to change the top-down approach where the

older generation makes all decisions regarding money given to charity. According to Dagher

(2011) parents want their children to participate in their own giving. One way of doing this is to

match their children's donation. If the child wanted to give $25 to the local animal shelter, then

the parent would also give $25 to show that the family wants to partner helping those in need.

Beatty (2007) stated that people are deciding to save money to donate instead of saving

for a vacation home or other material items. These people are called "stretch donors" (p. 1).

Stretch donors are often influenced by their parents' giving and spending patterns. Beatty (2007)

described Ms. Kajitani who grew up in wartime Japan where thriftiness meant survival. She

defined herself as a modest lady with a passion to give back to those who had been good to her;

in this case it was her place of employment.

Summers (2006) cited a spokeswoman for Great DC Cares as saying, "People generally think of philanthropy as dollars, but skilled volunteers are just as valuable as the dollars because they help increase the capacity of the nonprofits that serve our community" (p. B01). Great DC Cares is an organization that accepts donations of professional services. Examples include professionals such as accountants, grant writers, public relations consultants, and others who have a service to provide that will benefit a nonprofit organization. If dollars were donated instead, they would produce the same results. The nonprofit organization would have to pay for those services if they were not given on an individual or company's behalf (Summers, 2006).

Spellman College, historically a black women's college, has been able to raise funds successfully. It derives its success on maintaining three values: (a) connect donors to the mission and vision, (b) infuse creativity, and (c) continuously collaborate in fundraising strategies (Summers, 2006).

<center>Theories of Giving</center>

Servant Leadership Theory

Greenleaf (1977) approached philanthropy as both giving and living, where serving and giving work together as one. Spears (2011) extended Greenleaf's study of servant leadership and indentified 10 components that depicted the model servant leader:

1. listening,
2. empathy,
3. healing,
4. awareness,
5. persuasion,

<center>41</center>

6. conceptualization,

7. foresight,

8. stewardship,

9. commitment to growth of people, and

10. building community.

According to Keller (2007) these same components of servant leaders translate to those of a philanthropic leader. For example, empathic servant leaders yearn to understand others and feel what their needs are, while philanthropic leaders also want to empathize with those who receive gifts. This approach involves more than simply writing a check. Philanthropy is "investing in people, not giving to charity" (Keller, 2007, n. p.). It is about the growth of people not the dollars spent to benefit their circumstances.

Transactional and Transformational Theory

Transactional leadership (Northouse, 2004) is based on a series of exchanges between a leader and subordinates in order to operate an efficient, effective, and even successful organization. It consists of the conditional approach based on a reward system. It is like saying, "If one does this, then one will get that in return." For example, when a politician promises to lower taxes, he or she is saying, "If you elect me to this position, then I will lower taxes." In an educational setting, if a higher educational program is graduating students, has a contented faculty, and its growth continues, it is more than likely experiencing solid transactional leadership. In a philanthropic sense, most gifts are transactional. A donor writes a check and the money goes where it is needed most. In return, the donor might receive recognition.

Transformational leadership has been widely researched and one of the first theorists to speak on the topic was Burns (1978). He acknowledged he wanted to understand the link between leadership and followership. He added that transformational leadership was about the connection between the leader and the follower, much like servant leadership. He noted that a successful leader needs the perception of power, enthusiasm, and moral integrity to gain followers for change or for a cause. Bass (2009) theorized that transformational leadership needed to be taken to the next level. He suggested that true transformational leaders needed to transcend people, organizations, and themselves to create change. Additionally he maintained that it was more about engaging and inspiring people than simply building relationships. Bass (2009) named two notable transformational leaders: Ghandi and Nelson Mandela. In a philanthropic setting, it is difficult to ascertain what is truly transformational. One could argue that Warren Buffett's multibillion gift to the Gates Foundation was transformational because the funds now available have the potential to transform a significant number of lives.

In 1976 House claimed that charisma was a trait possessed by the best leaders. He maintained that a successful leader needs the perception of power, enthusiasm, and moral integrity to gain followers for change or for a cause. Although many transformational leaders are charismatic, House (1976) said he could not support the notion that all transformational leaders had to be charismatic to be transformational.

Burns (1978) defined the difference between transactional and transformational giving based on a study of leadership. Burns provided a metaphor that articulates the difference between the two by providing a detailed account of raising a child. From the moment of conception, transactional exchanges take place such as the mother eating properly and taking vitamins. Once the child is born the same transactional exchanges take place, some

43

inconsequential and some significant. Saving money for college and helping a son or daughter

purchase a house are significant transactional exchanges that affect lives. When one adds up all

of the transactional exchanges, it results in a transformational life. Those are transformational

exchanges that continue to transform through a series of transactional exchanges. To parallel

this metaphor, donors who begin endowments serve the same principal. A series of smaller

donations build to a substantial amount at a given point in time that in return will endure even

past the donor's life. Therefore the donor and recipient engage in transactional processes such as

the transfer of gifts, naming of buildings, recognition at banquets, and trading stock options.

However, in the end, the endowment that has grown to sustain itself will provide everlasting

opportunities to students in years to come. Ultimately, the endowment's purpose is seen as

transformational (Burkhardt, 2007).

Maslow's Hierarchy of Needs

Maslow (1970) did extensive research into human motivation and his most recognized

accomplishment was the creation of a Hierarchy of Needs chart. It is a triangle-shaped chart that

exists of five levels: physiological, safety, love-belonging, esteem, and self-actualization.

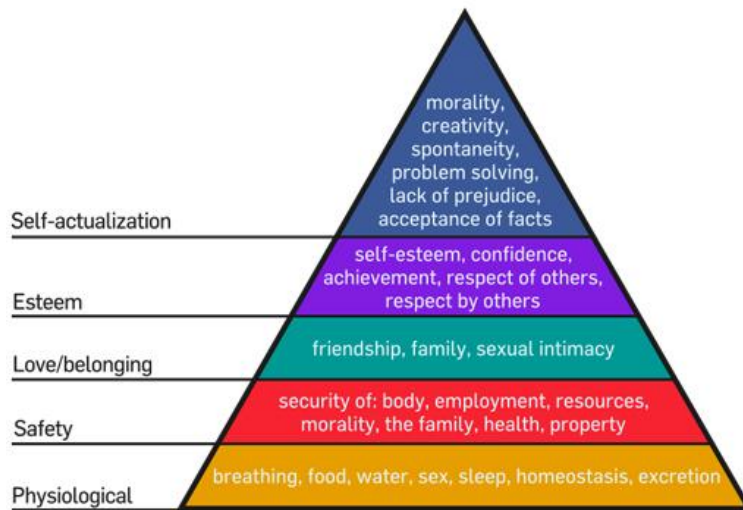Maslow's (1970) Hierarchy of Needs chart is illustrated in Figure 1:

Figure 1. Maslow's Hierarchy of Needs (Design Shack, 2011).

Huitt (2007) described Maslow's (1970) chart, "It is based on deficiency needs and growth needs. At the lowest level, people seek coping skills, then helpful information, and then enlightenment, respectively to the top section of self-actualization" (p. 3). According to Huitt (2007) self-actualized people are characterized by: (a) being problem-focused, (b) incorporating an ongoing freshness of appreciation of life, (c) having a concern about personal growth, and (d) possessing the ability to have peak experiences (p. 1). According to Schultz (2009) roots of philanthropy can be found in Maslow's (1970) Hierarchy of Needs. Schultz (2009) observed, "At first, we offer charity to members of our family who are needy 'clan' members and then to the unfortunate within our 'tribes and villages'" (p. 3). However, Schultz (2009) added, "This chain neglects those who want to give to the gifted to provide an additional advantage for success through their support" (p. 3). For example, a donor may give to a scholarship that awards students who excel in their studies.

Stannard-Stockton (2011) is the director of Tactical Philanthropy at Ensemble Capital Management. Stockton (2011) researched the idea of selfish giving. Whereas he agreed there was a small percentage of need attached to giving (referring to Maslow's Hierarchy of Needs) he also revealed that humans are attracted to things that benefit them. From results of his research he deducted that people gave to charities because they needed to find meaning in life. He suggested that brains are wired to reward benevolence. He concluded, "Motivations of each individual to give are, of course, unique. But just as we eat to satisfy our desire to live, we give to satisfy our desire for meaning" (p. 1).

Philanthropic Motivations

A donor's motivation to give is highly complex. In general donors' motivations are mixed and sometimes it depends upon the situation as to why they donate (Fleishman, 2007). Therefore each person has his or her own unique reasons for giving. On an emotional level many philanthropists donate to support a cause (Williams, 2009). Typically donors prefer to have a purpose for giving. For example if they have a child with leukemia they could develop a passion for the cause and support efforts in finding a cure. Williams (2009) stated, "Donors who have given million-dollar gifts share complex motivations that include self-identification with the issue or need and a sense of gratitude that impels them to give back--a sense of financial security" (p. 27).

In the book, *The Foundation: How Private Wealth is Changing the World*, by Fleishman (2007) Robert Bremner was quoted as saying, "We expect the rich to be generous with their wealth and criticize then when they are not; but when they make benefactions, we question their

motives, deplore the methods by which they obtained their abundance, and wonder whether the gifts will not do more harm than good" (p. 91).

Three Theoretical Constructs

According to Coombs et al. (2008) there are three theoretical constructs from psychology and sociology that imply the motivations of donors. These are (a) immortality striving, (b) legacy creation, and (c) generativity. Immortality striving is ego-based. It deals with individuals who want immortality, and the best approach is to create meaning for their lives that is sustainable even after they pass away. They want their name to be remembered; therefore, they must contribute a significant amount for immortality to take place. For example, a wealthy business owner donates a million dollars to a local community college's capital campaign so the college will place his or her name on the new building. In essence his or her name will live forever (Coombs et al., 2008).

A similar motivation is legacy creation. It is considered a less selfish form of immortality striving. The practice of leaving a legacy behind is based upon someone's belief and value systems. If someone endows a scholarship in memory of a loved one, the loved one's legacy will live on through the recipients of the scholarship. A difference between immortality striving and legacy creation is that the amount does not have to be significant. The Partnership for Philanthropic Planning (2011) has a program called *Leave a Legacy* where it educates low-to-moderate income families on how to plan to leave something when members pass away. Generally speaking, one would assume a custodian could not leave a legacy because of obvious financial reasons, but that is a stigma the Partnership for Philanthropic Planning (2011) has

attempted to alleviate. It operates under the assumption that everyone has something to offer

assuming they know how to plan for the future (Partnership for Philanthropic Planning, 2011).

Generativity is a way to pay if forward. This consists of donating to ensure that

something will continue to exist. For example, if a couple love their local orchestra they might

donate a significant amount to ensure that the orchestra will operate and perform for the

community in the years to come. Generativity is also about generations in that families leave

money for their children's children. Trusts are an example of family generativity. Money

assigned to a trust exists so that the generations to come are prepared for life (Coombs et al.,

2008).

Servant Leadership Roundtable

Keller (2007) with Regent University conducted a Servant Leadership Research

Roundtable. Through discussions, five main reasons for giving were identified: (a) to receive tax

benefits, (b) to receive public recognition, (c) to gain networking or promotion potential, (d) to

alleviate guilt, and (e) to help in tragic situations. However Keller (2007) argued that there was

another less prevailing reason that people give: Someone might have a servant's heart and give

for the benefit of others with no expectation of anything in return.

Philanthropists also gain status, recognition, and even tax breaks when they give.

According to Boulding (1992), "There is a moral difference between the gift which is given out

of vanity and the desire for self-aggrandizement or the desire to be merely fashionable, and the

gift which is given out of a genuine sense of community" (p. 61). Baldwin (2008) concluded

that "individuals give emotionally, not cerebrally" (p. 10); therefore, motivations can be

triggered by external circumstances as well as personal feelings on an issue. In this case, the motivations stems from what the donor receives as much as from what he or she gives.

Utility Theory

According to Croson (2007) the utility theory is the thought that individuals are selfish in that they only care for their own needs. For basic needs, when one is hungry, he or she eats. In terms of philanthropy, those who give want to receive as well. The influence and power associated with wealth are other reasons to donate. However according to Croson (2007) other researchers of philanthropy have refuted the utility theory stating that people do not give money away to be selfish. Simply put, they give to help others.

Economic theory does not support the notion of philanthropy. The economy operates on a system of exchange where someone or something gives something in order to receive something. Whereas the exchange system is a "reciprocal transfer, philanthropy represents a unilateral transfer" (Boulding, 1992, p. 57). Economists have argued this point of view stating that every gift is an exchange in some form. For example, when someone donates $500 to charity, an economist would argue that the person did receive something in return and it does not have to be monetary. Receiving a tangible gift such as a plaque or an intangible gift such as recognition applies. Either suffices as a type of exchange.

A less thoughtful motivation, which also is considered selfish, is giving to redeem a negative reputation (Fleishman, 2007). When celebrities commit adultery or are charged with a DUI, their managing agents might attempt to fix the collateral damage by offering a gift to a worthy charity or nonprofit organization.

Selfish Reasons for Philanthropic Motivations

Fleishman (2007) suggested that individuals donate to acquire fame. Fleishman quoted

Milton using the line "fame is the spur" (p. 93) indicating that many donors were motivated by

what they would get in return. In some cases a simple thank-you note is enough; but in other

cases the recognition requires the donor's advancement into an elite society or improvement of

his or her status. Fleishman (2007) maintained, "If impure altruism were somehow to be

forbidden, there wouldn't be much of a civic sector left," (p. 93). This supports the theory that

donors must receive something in return for what they give. However, there is a range of

motivations from the altruistic to the self-serving. The most noted motivation for contributing is

giving back to the community. Donors uphold that the community (or organization) has been

good to them and the least they can do is contribute to its needs. This concept also applies to

higher education institutions in that alumni want to give back to their alma mater (Fleishman,

2007).

Five Is for Giving

Boverini (2006) condensed philanthropic motivations to five Is:

1. issues,

2. ideas,

3. involvement,

4. impact, and

5. investment. (p. 89)

These five Is represent a generalization of the motivations for current givers in higher education. Boverini (2006) also depicted different types of donors who gave to higher education institutions.

According to Boverini (2006) the first type is the individual donor. He or she donates to societal needs for the betterment of the institution. Alumni give because they have a personal attachment to the institution. Nonalumni give between the degrees of ego and altruism for the hope of a tangible outcome such as a naming opportunity (Boverini, 2006).

Corporations give to address the needs of their own organizations as well as the need for maintaining a socially-responsible perception in the community. For example, a manufacturing corporation might donate to a community college that provides the training needed for employees to prepare for the workforce. The degree for the employee adds value to the corporation (Boverini, 2006).

Foundations give in alignment with the institution's mission to have a positive effect on students and higher education as a whole. Venture philanthropists seek partnerships with institutions to be involved with decision-making in order to evaluate the return from a risky investment with the institution (Boverini, 2006).

<div align="center">*Foundations*</div>

A *foundation* is the groundwork for anything (Arboretum Foundation, 2011). Therefore, a foundation could be the groundwork for establishing a pathway to help others. Foundations are started for several reasons. One reason is for wealthy people to develop an organized approach to giving away money. They have such wealth that they cannot manage it effectively on their own. According to Fleishman (2007) they also want "to avoid giving excessive wealth to

<div align="center">51</div>

children or other heirs" (p. 97). However, the most common reason to begin a foundation is "the desire to create a vehicle for promoting large-scale, lasting social change" (Fleishman, 2007, p. 99).

In higher education, foundation offices provide the largest supplement to government funding (United States Department of Education, 2011). Fleishman (2007) declared that foundations operate in three segments: as a driver, a partner, and a catalyst. When a foundation positions itself as a driver, it is "pursuing specific objectives according to a strategy they develop and whose implementation they drive" (p. 60). It is the most time-consuming and labor intensive position of the three. Its purpose is to identify target markets and create target markets based on trends.

As a partner, a foundation "shares control and accountability with the grant-receiving organization" (Fleishman, 2007, p. 62). For example, Eastman Chemical Company has partnered with the University of Tennessee to promote discovery and research in the chemical engineering fields.

Finally, as a catalyst, a foundation provides resources to several projects to see which ones are successful. It is the least involved approach, but allows foundations to experiment with several initiatives (Fleishman, 2007). For example, a research-based foundation in the field of health-related issues could choose to support multiple studies in hopes that one might find a solution to a problem or cure. A foundation can function in all three segments depending on its mission. In this case it would be large enough to support itself as well as other initiatives.

The Bill and Melinda Gates Foundation is a strong advocate for higher education. Their foundation provided a major grant with additional funding from Lumina Foundation for Education to the Community College Research Center at Columbia University in an effort to

determine strategies to improve the success of students who attend community colleges (Bailey, Jaggars, & Jenkins, 2011).

According to a survey by Flahavan and Glover (2010) over 70% of foundation boards have over 29 members. Over 50% of respondents indicated that they had the following committees within the board:

1. finance,

2. nomination,

3. investment,

4. events planning,

5. scholarship,

6. audit, and

7. development. (p. 9)

The least prevalent boards were legislative and property committees. Alumni support and planned giving are challenges for community colleges, and the need to find a different fundraising approach in this economic climate brings these issues to the forefront as opportunities for new target markets (Bass, 2009).

Many community college foundation's board members are only expected to contribute funds annually, whereas some are required to donate. The division on the boards that require members to donate and those that do not are near 50/50, with *no* slightly ahead at 53% (Flahavan & Glover, 2010).

The top six allocations for staffing include the following job responsibilities in order: (a) major gifts, (b) corporate fundraising events, (c) annual giving, (d) planned giving, and (e) capital campaigns. Out of 13 options, the bottom three responses were marketing-public

relations, government grants, and government relations (Flahavan & Glover, 2010). The use of

volunteers and college staff is a common method to help foundations achieve their goals. On

average 884 volunteers help each community college foundation on an annual basis (Flahavan &

Glover, 2010).

According to the survey by Flahavan and Glover (2010), budgets ranged from $5,000 to

$3 million. Virtually all respondents indicated their finances were controlled by a staff person

internally, whether a foundation staff person or a college staff person. Most community colleges

receive significant portions of their support from the college as well as unrestricted gifts and

investment income (Flahavan & Glover, 2010).

In 2009 the responding community colleges raised a median amount of nearly $600,000.

The study clarified that private support did not include any government sources (Flahavan &

Glover, 2010). The top four initiatives for raising funds included scholarships, endowments,

specific academic units or programs, and capital improvements (Flahavan & Glover, 2010).

Foundations that started in the 1960s now have the largest endowments; this is

understandable because they had the advantage of time to grow their endowments. The most

often used methods of communication when targeting donors were internet websites, face-to-face

discussions, and direct mail solicitations. The use of social networking was not as prevalent;

only 50% of respondents reported using communication methods such as facebook and twitter.

For the majority of foundations, face-to-face contact was found to be the most effective way to

communicate with current and potential donors (Flahavan & Glover, 2010).

Boverini (2006) found that higher education advancement officers or foundation directors

typically solicit funds at the discretion of the college by providing giving opportunities to current

and potential donors. It is not traditional for the donor to provide ideas to the college. However,

venture philanthropists actually want to be on the idea-creation side of higher education. Boverini (2006) stated that because of their expertise, they felt they had intellectual capital to offer colleges in addition to money. These donors were ready and willing to be advocates for organizations and to become spokespersons for their initiatives. For example, the venture philanthropists stated their willingness to solicit donors whom the organization had not been successful in reaching as a method of providing resources other than money (Boverini, 2006).

Strickland (2007) maintained that annual giving was an area often neglected by foundations and nonprofit organizations. Some colleges accept automatic annual gifts without pursuing an increase in the donor's contribution. When a donor is consistent in contributing each year, the foundation is thankful for the consistency and looks to solicit those who do not give. If a donor consistently donates annually, the only interaction the foundation may have with him or her is a transfer in money and a form letter recognizing the gift. This practice excludes the opportunity to spend more time with the donor to see if he or she is interested in supporting more initiatives at the college. Strickland (2007) noted others who argued that too much emphasis was placed on annual giving just for survival. In smaller organizations, in order to pay monthly bills, it is necessary to receive small gifts. This often leaves them with not enough resources to launch a major gifts or capital campaign. A substantial bequest could potentially sustain the organization for years to come and take the pressure off annual contributions (Strickland, 2007).

Planned giving has helped fill the gap caused by annual giving. Bass (2009) gave an example of a donor leaving his or her estate to a community college. Depending on the economic climate, that gift alone could have potential to surpass all annual giving. The disadvantage of a planned gift is it makes forecast budgeting impossible because it is not known when it will be received (Bass, 2009).

<center>*Private Foundations*</center>

Robert Wood Johnson Foundation

The Robert Wood Johnson Foundation (RWJF) (2011) is the largest philanthropy organization dedicated to public health. Its mission is "to improve the health and health care of all Americans" (n. p.) and to transform society for the better. A main goal is to improve the systems and processes in which people receive healthcare and aid in "fostering environments that promote health and prevent disease and injury" (n. p.). The RWJF focuses on the following program areas in public health: child obesity, health coverage, pioneering (innovation), public health, quality, and vulnerable populations. According to the RWJF website the foundation awarded over $350 million in 2009 for the program areas listed above. It varies from year to year, but the foundation averages approximately 1,000 recipients annually. The average range of a reward is $100,000 to $300,000 for a project of 1 to 5 years (Robert Wood Johnson Foundation, 2011).

Online resources are available to assist anyone wanting to submit a grant application. There are useful tools such as budget information, narrative reporting, project changes, legal information, and other links that clarify the RWJF process. As with most sophisticated organizations today, applications are completed and submitted online (Robert Wood Johnson Foundation, 2011).

Susan G. Komen Foundation

The Susan G. Komen Foundation (2011) is the largest organization in search for a cure for breast cancer. According to the foundation's website, just one lady, for which the foundation was named, changed the lives of those living and recovering from breast cancer. The

organization began in 1982 and since its inception has raised nearly $1.5 billion. Nancy G.

Brinker is the sister of Susan G. Komen and vowed to make a difference because of her sister.

One of the main goals of the foundation is stressing early detection of breast cancer in women.

The foundation has expanded internationally and has provided over $44 million to international

research and community education and outreach programs (Susan G. Komen Foundation, 2011).

There are three main types of grants awarded by the Susan G. Komen Foundation (2011).

They are affiliate community health grants, international community health grants, and capital

areas grants. People who are eligible can apply for the affiliate community health grant to work

with local medical experts and community leaders to conduct needs assessments in their areas.

Currently, the international community health grants are not available for unsolicited proposals.

Until the foundation expands more internationally, these grants will remain by invitation only.

In order to qualify for the capital areas grant, the community must be within the surrounding

counties of Washington DC. The grant is used to implement early protection programs in hopes

that they will reduce the number of breast cancer patients who get a late-stage diagnosis. Even

though this is a well reputable and highly organized company, one must request an application

and submit it via mail instead of online (Susan G. Komen Foundation, 2011).

Barbara Bush Foundation for Family Literacy

The Barbara Bush Foundation for Family Literacy (2011) is concerned with family

literacy and its mission is:

> . . . to establish literacy as a value in every family in America by helping ever family in
> the nation understand that the home is the child's first school, that the parent is the child's
> first teacher, and that reading is the child's first subject; and to break the intergenerational
> cycle of illiteracy by supporting the development of family literacy programs where
> parents and children can learn and read together. (n. p.)

Since its beginning, the Barbara Bush Foundation has given nearly $40 million to help over 850 families across all 50 states (Barbara Bush Foundation for Family Literacy, 2011).

In order to receive a grant, the foundation is looking for certain criteria in the applications. Because the awards are going to families that need to improve their reading level, the foundation wants "measureable objectives" such as GED scores, reading skills, and life skills. The foundation managers ascertain whether or not the family is involved with literacy in any way, such as having a library card or parental involvement in schools. The current application deadline is September 2011 and it accepts mailed copies only (Barbara Bush Foundation for Family Literacy, 2011).

Make-A-Wish Foundation

According to its website, the Make-A-Wish Foundation (2011) does exactly as its name suggests – it grants wishes to children with life-threatening and terminal medical conditions. Since 1980 the foundation has made nearly 200,000 children's dreams come true. Over 25,000 volunteers work for the foundation in roles such as fundraisers, wish granters, and special events assistants. Its mission is to "grant the wishes of children with life-threatening medical conditions to enrich the human experience with hope, strength, and joy" (n. p.).

There are four steps to follow in order for the Make-A-Wish Foundation (2011) to grant a wish. It is not like a true grant application process because time limits are different depending on the condition of a child. For example a child in the last stages of cancer could not wait until the next year to see if he or she was accepted. A wish is frequently a source of inspiration for children undergoing difficult medical treatments and a positive force that helps them overcome their obstacles.

According to the Make-A-Wish Foundation (2011) the first step is referral. The foundation relies on medical professionals, parents, and even children for referrals. The child must be at least 2 1/2 years old and under the age of 18. The second step is medical eligibility; the child must have a serious condition that is "progressive, degenerative, or malignant" (n. p.) and has the possibility of being terminal. Step three is finding the true wish. This is where the volunteers form a team and figure out what the child really wants as a wish. According to the Make-A-Wish Foundation (2011) these wishes usually come in forms of "I wish to be, I wish to go, I wish to have, and I wish to meet" (n. p.). The fourth and final step to granting a wish is creating joy. The sole purpose of the foundation is to make a child's dream come true and to spread joy throughout the families, physicians, communities, volunteers, and most importantly the child who is being given the wish (Make-A-Wish Foundation, 2011).

Corporate Foundations

Dell Corporation

The Dell Corporation (2011) has bounced back from near bankruptcy in the hardware and software technology business. The same goes for its foundation. In fact, they devised a new giving strategy that began in 2011 to reflect the global nation and focus on students' potential. This strategy was implemented by Dell Corporation and not the Dell foundation, but they did this in hopes that it would actually expand and improve their impact of corporate giving. Technically the Dell Foundation has been relocated to the corporate responsibility group at Dell Corporation (2011).

Dell Corporation (2011) has recently implemented several new initiatives. Dell YouthConnect is a new initiative to help youth receive technology in education. The corporation

also created a virtual community that connects Dell's entire workforce with all of the charities it supports. It is used as a volunteer recruitment tool and to entice more 501 (c)(3) organizations to join. Dell also has a program that matches gifts made by qualifying organizations. The matching grant can be up to as much as $10,000. Dell Corporation (2011) is also allowing its employees to contribute to charities they choose; for example, if an employee volunteers over 10 hours, Dell gives $150 to the charity of his or her choice.

Dell Corporation (2011) does not provide grants or any donations to individuals. According to its website Dell Corporation does not participate in "academic or research projects, civic, religious, or political institutions, capital campaigns, fundraising auctions, school fundraisers, sponsorships, scholarships, marketing opportunities, or sporting events" (n. p.).

For those organizations that do not fall within the guidelines of YouthConnect, there are open grants available to them. In awarding these grants, Dell looks for some of the following conditions: catalyst, collaborations, sustainability, innovation, diversity, and efficiency. The criteria to apply for open grants as outlined by Dell Corporation (2011) are shown:

1. The organization must be in one of the following counties to qualify for an open grant:

    a. In Illinois — Lake or Cook County

    b. In New Hampshire — Hillsborough or Rockingham County

    c. In Massachusetts — Middlesex or Essex County

    d. In Oklahoma — Oklahoma County

    e. In Tennessee — Wilson or Davidson County

    f. In Texas — Travis or Williamson County

2. The organization must be a registered nonprofit organization. Priority is given to agencies that are registered 501(c)(3) by the Internal Revenue Service.

3. The organization must be for direct programs and services to youth--from newborn to high school seniors.

According to the Dell Corporation's (2011) website, Michael Dell, founder, started his own foundation with his wife, Susan.

Walmart Corporate Foundation

According to Walmart Corporate (2011), "The Walmart Foundation strives to provide opportunities that improve the lives of individuals in our communities including our customers and associates" (n. p.). It has a "philosophy of operating globally and giving back locally" (n. p.). It supports initiatives that focus on the following areas: education, workforce development, environmental sustainability, and health and wellness. The foundation also participates in a hunger-relief effort; in fact, the Walmart Foundation has already given $2 billion for hunger relief in the United States. It also proposes to assist veterans and military families.

In 2009 the foundation supplied over 100 million pounds of food to food banks in the United States. They also supplied "90,000 bottles of water, 24,000 blankets, 27,000 tents, and more than 20,000 units of medical supplies" (Walmart Corporate, 2011, n. p.) to the Haiti relief efforts. Over 40,000 teachers received a Walmart gift card to use for their classrooms as a way for school budgets to save money. The Boys and Girls Club has a summer feeding program for children who do not eat three meals a day. The Walmart Foundation joined this effort by feeding almost 100,000 children. Each Christmas, the foundation gives gift cards to military families for them to shop for presents and also gives out over 10,000 toys to needy children.

The Walmart Foundation encourages its employees and customers to donate "to support programs that make a positive difference in their communities and the world" (Walmart Corporate, 2011, n. p.). It has a National Giving Program, a State Giving Program, a Volunteerism Pays Program and a Walmart Stores and Sam's Club Program. All of these programs provide funding to charitable organizations or communities in need; however, the two that specifically award grants are the State Giving Program and the Walmart Stores and Sam's Club Giving Program. The State Giving Program awards grants to nonprofit organizations that serve an entire state or region. The beginning amount is $25,000. The Walmart Stores and Sam's Giving Programs are local projects that Walmart stores implement on their own. These grants begin at $250 and are given to local nonprofit organizations (Walmart Corporate, 2011).

Ford Motor Company Foundation

The Ford Foundation (2011) is one of the longest-running philanthropic organizations in America to date. It began in 1936 with a generous gift of $25,000 from Edsel Ford, son of Henry Ford who founded Ford Motor Company. The focus of the donation was to solve the problems of humankind, whatever that might have meant at the time. After the passing of Edsel Ford a board was created to develop a strategy for the foundation. In 1950 the board published a report stating its support for programs that would contribute to world peace, allow freedom of democracy, promote economic well-being, improve educational facilities, and increase knowledge (Ford Foundation, 2011).

The Ford Foundation (2011) receives nearly 45,000 grant proposal requests with about 2,000 receiving a grant. Proposal requests range from thousands to millions depending on the project and each is taken into consideration. The applications are general and each proposal is

unique. The grant program operates slightly different from a traditional one that has specific

objectives and criteria one must meet in order to receive funding. For the Ford Foundation, it is

more about the individual proposal than about predetermined guidelines. Because the stated

overall mission revolves around solving problems for humankind, it appears to leave an

opportunity for anyone to apply. The headquarters of the Ford Foundation is in New York City

and it is there that the final decisions about grants are made (Ford Foundation, 2011).

The Ford Foundation (2011) defines a grant as "a commitment by the foundation to make

payments to an organization or an individual over a set period of time to further the work of one

of our initiatives" (n. p.). The grant recipients manage their own funds but only on the condition

that they abide by all of the foundation's rules. Grant administrators are assigned to each

recipient to ensure that each step of the grant-making process is completed according to standard

policies and procedures. The Ford Foundation (2011) makes the following types of grants:

1. general-core support,

2. project,

3. planning,

4. competition,

5. matching,

6. recoverable,

7. individual,

8. endowment,

9. foundation-administered projects, and

10. program-related investments (n. p.).

Microsoft Corporation

The foundation for Microsoft is the Bill and Melinda Gates Foundation (2011). It owns by far the most sophisticated website as to information, easy navigation, and advanced search tools. Granted, it should be a refined system because the corporation is one of the leaders for the advancement of technology in the world. The main focus of the foundation is poverty, poor health, and declining education systems (Bill and Melinda Gates Foundation, 2011).

The grant-making process is very systematic and detailed. This precision helps the foundation decide how to spend its time and money to be more effective. Because it receives an overwhelming number of grant request proposals, the procedures allow it to streamline its process of giving. The basic grant procedures can be defined in four stages: "development strategy, make grants, measure progress, and adjust strategy" (n. p.). Its goal is to provide funds so that a project or company has the resources it needs to be successful. The foundation is engaged in the process so that it can assist the grant recipients if adjustments need to be made to the project or plan. Figure 2 is from the Bill and Melinda Gates Foundation website that reveals its amount of giving since its inception. Nearly $23 billion has been provided to aid in solving the world's problems (Bill and Melinda Gates Foundation, 2011).
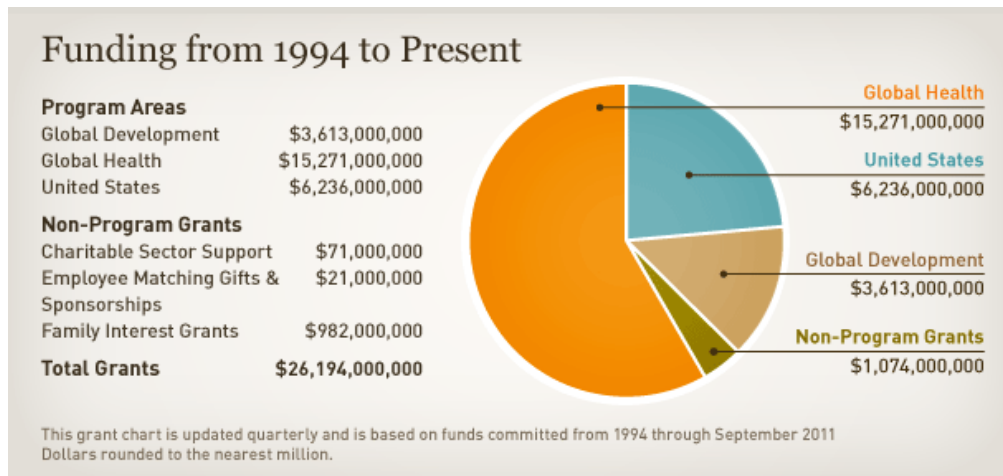
Figure 2: Bill and Melinda Gates Foundation: Funding from 1994 to Present (Bill and Melinda Gates Foundation, 2011).

Federal Grants

Health Resources and Services Administration

The Health Resources and Services Administration (HRSA) (2011) is under the U.S. Department of Health and Human Services whose main function is to aid "people who are uninsured, isolated, or medically venerable" (n. p.). The administration provides the opportunity for affordable healthcare through over 3,000 grantees and 80 programs. Its mission is "to improve health and achieve health equity through access to quality services, a skilled health workforce, and innovative programs" (n. p.). According to the Health Resources and Services Administration's (2011) website, it has four goals:

1. improving access to quality care and services,

2. strengthening the health workforce,

3. building healthy communities, and

4. improving health equity. (n. p.)

The advantage to applying online for a HRSA grant is the fact that technical support is available at all times. Therefore, if one is having trouble with a section of the forms, then someone is there to assist. On the receiving end, online applications make it easier to classify and rank the basic guidelines of the grants to help streamline the reviewing process. Reviewing sessions are held in Washington DC and those selected for the panel are provided transportation and other expenses paid for by HRSA. In order to be eligible for the panel, one must have expertise in one of the following areas: (a) health professions training, (b) HIV-AIDS, (c) maternal and child health, (d) organ transplantation, (e) primary care for underserved people, or (f) rural health. Because there are so many grant opportunities with HRSA, application details and deadlines vary from grant to grant (Health Resources and Services Administration, 2011).

National Endowment for the Arts

The National Endowment for the Arts (NEA) (2011) was established in 1965 by Congress as an agency of the Federal Government. It is "dedicated to supporting excellence in the arts, both new and established, bringing the arts to all Americans, and providing leadership in arts education" (n. p.). Currently it is the largest annual funder of the arts.

The NEA normally gives and requires matching resources by cities, organizations, or individual donors. As reported on the National Endowment for the Arts (2011) website, it is proud to state that every dollar generated by the NEA is multiplied seven fold in matching resources. As of 2010 the NEA has awarded over $4 billion to museums, music programs, opera, literature, media education, dance, and many other segments of the arts.

Like the Health Resources and Services Administration (2011) in order to apply for a grant, one must register with the federal government. However, it has taken its applications a

step further in that it offers video assistance. On the website, one can watch a video that shows

how to apply for a grant from start to finish. Currently it shows a presentation for 2012 grants

providing guidelines by Jillian Miller, NEA's director of guideline and panel operations

(National Endowment for the Arts, 2011).

According to the National Endowment for the Arts (2011) website the lifecycle of a grant

has the following steps:

1. award notification,

2. period of support,

3. obtaining awards funding,

4. amendments, and

5. final reports. (n. p.).

The NEA awarded several grants in 2011. These were (a) Access to Artistic Excellence,

(b) the NEA Mayors' Institute on City Design, (c) Literature Fellowships: Translations Projects

and Writing Poetry, and (d) Challenge America Fast-Track (National Endowment for the Arts,

2011).

State Grants

Tennessee Department of Education

The Department of Education has both a federal and state level; this means there are

opportunities for grants at both the federal and state level. Currently, the most news concerning

the Tennessee Department of Education surrounds the *Race to the Top* initiative by former

Governor Bredesen. Tennessee's new Governor Haslam has made promises to move education

up in state rankings. By placing the importance of education as a higher priority it is likely that more grant funded opportunities will arise (Tennessee Department of Education, 2011).

Currently, there are three request for proposal (RFP) grants open on the state's department of education website. They are the following: (a) Independent Consultant Services; (b) Selecting, Contracting with, and Managing Exemplary Educators; and (c) Recruitment and Training of School Leaders. Each grant has a deadline during the month of February. These grants are significantly more time-consuming to complete than are the local grants. For example, the grant for Speedway Children's Charities Bristol is fewer than 10 pages and the average RFP grant was nearly 60 pages. There are also competitive grants available from the Lottery for Education: Afterschool Programs (LEAP), which if awarded, would provide funds "to provide Tennessee's students with academic enrichment opportunities in safe, high-quality environments" (Tennessee Department of Education, 2011, n.p.).

East Tennessee State University

"The East Tennessee State University (ETSU) (2011) Foundation is a separate, legally incorporated, not-for-profit entity founded in 1970 to generate and receive private support for the university" (n. p.). Donations and contributions are put into an investment portfolio that is managed by a professional firm and approved by an investment committee. Up to 500 individuals may serve as members of the Foundation. Some of the requirements for membership are serving on certain committees, attending the annual meeting, and contributing at least $500 per year. The foundation has an executive committee and a board of directors that consists of 30 members. The board members are assigned to four standing committees during their term.

The ETSU Foundation receives money from various sources including private donors, corporate giving, and federal and state funding. In 2008 through 2009 the university received $13.8 million in private giving from alumni and friends; $7.9 million went directly to the foundation. The market value of the foundation's endowments was valued at over $73 million and despite the economy, the value has increased 46% over the last 5 years (East Tennessee State University, 2011).

Most of the funds are already designated to a specific area (i.e. College of Medicine) by the persons or organizations supplying the funds. However there is a general fund when money is disseminated as deemed necessary. In order for a grant writer to receive funding from the ETSU Foundation he or she must be writing a grant for the university or something connected with the university (East Tennessee State University, 2011).

Regional Grants

Bristol Motor Speedway Children's Charities

The mission of the Bristol Chapter of Speedway Children's Charities (SCC) (2011) is "to care for children in educational, financial, social, and medical need in order to help them lead productive lives" (n. p.). Speedway Children's Charities has been in existence since 1982, but the Bristol Chapter was founded in 1996 by Bruton Smith, the CEO of Speedway Motorsports, that includes Bristol Motor Speedway. Over $6.5 million has been given to local agencies in the region since the local chapter began. The organization is a 501(c) (3) nonprofit organization that has a local board of trustees who decides how the funds are used each year based on the grant applications submitted (Speedway Children's Charities, 2011).

Many events help raise funds for the Bristol Chapter of Speedway Children's Charities. Some of them include the following: Celebrity Golf Benefit, Ride-along Program with the Richard Petty Driving Experience, Live Auction, and the *Sharky 500*. However, the two main fundraisers are Speedway in Lights and the Ice Rink at Bristol Motor Speedway (Speedway Children's Charities, 2011).

In order to apply for a SCC grant, the organization must be a 501(c) (3) that focuses on children's needs. The project must involve children in some way. For example, the Boys and Girls Club cannot submit a capital improvement project but can submit a request for educational materials. The organization must also be located within the following countries to be eligible: "Carter, Greene, Hamblen, Hancock, Hawkins, Johnson, Sullivan, Unicoi, and Washington in Tennessee and Buchanan, Dickenson, Lee, Russell, Scott, Smyth, Tazewell, Washington, and Wise in Virginia" (Speedway Children's Charities, 2011, n. p.).

The Bristol Chapter awards grants on an annual basis. For 2011 the application deadline was August 1, 2011. When the board met in October to make their final decisions all recipients received written notification to attend the *Night of Smiles;* this signifies the opening of Speedway in Lights in November. Then, all recipients must submit a form the following year showing how they used the money and the outcomes of the project (Speedway Children's Charities, 2011).

United Way of Greater Kingsport

United Way is a nationally-recognized organization that supplies assistance nationally, regionally, and locally. For the purpose of describing this funding source, it will serve as a local agency. The United Way of Greater Kingsport's (2011) mission is "to improve lives by mobilizing the caring power of our community to address local health and human service needs

effectively" (n. p.). The organization also has a vision "to be a model of excellence in achieving community health and human service solutions" and core values consisting of "caring, collaboration, excellence, and integrity service" (n. p.).

Several events and programs exist to raise money for the Kingsport Chapter. However, the most recognizable one for Kingsport is the Week of Caring. The Week of Caring takes place in June and organizations, social groups, and businesses are encouraged to participate in activities, themes, and donation opportunities for the Kingsport Chapter. The campaign is a free event for anyone in the city to attend. For example there are arts and crafts activities where children can participate. The Week of Caring also serves as an awareness campaign to highlight who United Way serves, how it has helped them, and ways others can get involved (United Way of Greater Kingsport, 2011).

For 2010 United Way of Greater Kingsport's goal was $3.5 million. In August it had a kickoff to the regional campaign, and this past year the Tuohy family from the movie *The Blind Side* spoke at the rally. At the completion of the campaign they have a Celebration Event and a Leadership Giving Event (United Way of Greater Kingsport, 2011).

In order to receive funding from United Way of Greater Kingsport a member agency must submit a grant application. Then, a group of approximately 100 community volunteers serve on a board called the Citizens Review Board. They review all of the applicants and decide upon who receives funding. The selected recipients must present a document showing the results of what they did and how they used the money (United Way of Greater Kingsport, 2011).

Mission

The mission of the Northeast State Community College Foundation (2011) is to promote

and support academic and educational scholarships, community service, and other programs

offered by the college.

The following is according to the policies and procedures manual of the Northeast State

Community College Foundation (2011):

> The Foundation is a private, non-profit public benefit corporation existing by virtue of
> Tenn. Code Ann. 49-7-107 and Tenn. Code Ann. 48-51-101 et seq. (Tennessee Nonprofit
> Corporation Act), is tax-exempt under Section 501(c)(3) of the Internal Revenue Code,
> and is organized to work in concert with the Institution. The Foundation is established by
> charter and bylaws dated September 23, 1985, and its purpose as stated therein. As set
> forth by its charter, the Foundation's objectives are to (1) promote the cause of higher
> education and particularly the mission of the Institution; (2) expand educational
> opportunities; and (3) acquire, manage, and administer Foundation funds to achieve those
> objectives. The Foundation is organized exclusively for charitable, educational purposes
> and is empowered to encourage, solicit, receive, manage, administer, control, invest, and
> disburse contributions, gifts, grants, bequests, and transfers of funds or property of any
> nature, and carry out the wishes of donors and see that property so received is applied to
> the uses specified by donors. The Institution is a public institution of higher education
> created by Tenn. Code Ann. 49-8-101 and governed by the Tennessee Board of Regents.
> The Institution is authorized to do all things it deems to be in the best interest of the
> Institution within the parameters of guidelines and policies established by the Tennessee
> Board of Regents and state and federal laws and in accordance with its agreement with
> the Foundation. (n. p.).

Agreements

Below is an excerpt from the Northeast State Community College Foundation's (2011)

Policies and Procedures regarding foundation powers, duties, and responsibilities.

I. Foundation Powers, Duties, and Responsibilities

1. The Foundation is governed by an independent Board and is independent of the
    Institution and the state. The institution, therefore, assumes no liability for the
    Foundation and its activities. It is permissible for one Institutional employee to be a
    voting Foundation Board member. (*That member shall be designated as the*

president of Northeast State Community College.) Other Institutional employees may be ex-officio, non-voting members.

2. The Foundation's responsibilities shall include raising funds for the Institution. The Institution and the Foundation may share employees and services, including a database of donor information. As used herein, the Foundation's database of information includes but is not limited to a compilation of contributors, prospects, alumni, friends, and supporters of the Institution. These records, as well as all other data, materials, and information of the Foundation pertaining to past, current, and prospective donors are proprietary to the Foundation and constitute its confidential information and trade secrets.

3. The Foundation may disclose confidential information from time to time to authorized Institutional personnel for purposes of cooperative planning and implementation as authorized by the Foundation. The Institution agrees that this confidential information is the sole and exclusive property of the Foundation, is a trade secret of the Foundation, and is protected from public disclosure by Tennessee Code Annotated 49-7-120. Preserving confidentiality of the Foundation's information is paramount to effectiveness of the Foundation in carrying out its purposes. Disclosure could irreparably damage the Foundation's relationship with past and current donors and negatively impact its ability to develop new donors. Therefore, the Foundation's consent to treat any of the Foundation's information that may be disclosed to Institution as public record is specifically denied. All Foundation information that may be disclosed to the Institution or its employees shall be returned by the Institution to the Foundation upon the sooner of the completion of the Institution's use thereof or the Foundation's request, and upon such return any copies of such information that may have been made shall be either destroyed or returned.

4. The Foundation's responsibilities shall also include administration and management of the following: Trusts: Legal devices used to set aside money or property belonging to one person or entity for the benefit of one or more persons or parties. Trust agreements transfer legal title but not ownership of the corpus to the trustee; Unrestricted Gifts: Assets or income unrestricted in terms of use, eligible recipients, or distribution procedures. A grant of unrestricted funds does not specifically stipulate how money is to be spent by the grantee; Restricted Gifts: Assets or income restricted in terms of use, eligible recipients, and/or distribution procedures; Endowments: Bequests or gifts intended to be kept permanently and invested to generate income. All endowments shall be established with each donor by a Memorandum of Agreement or Trust Agreement. This ensures that donor intent is fully understood by both the Foundation and the Institution; In-kind Contributions: Donations of goods and/or services other than cash; and Foundation Accounts: Accounts containing Foundation funds, including scholarship accounts, endowments, investment accounts, and operating accounts. (pp. 3 - 4).

Solicitation of Gifts

Below is an excerpt from the Northeast State Community College Foundation's (2011)

policies and procedures regarding the proper process to solicitation of a gift.

1. The Executive Director of the Foundation shall serve as the president's delegate authorized to approve and conduct activities for the purpose of soliciting gifts to the College and/or the Foundation.

2. All activities involving, in whole or in part, the solicitation of gifts to Northeast State or the use of Northeast State's name as an endorsement are subject to prior approval of the president. A written proposal describing the proposed activity must be submitted to and reviewed by the Executive Director of the Foundation prior to consideration by the president. Proposed activities must be consistent with the mission and goals of the College.

3. Solicitation of gifts which require a commitment of college resources must be approved by the president. (p. 18)

Establishing an Endowment

Below is an excerpt from the Northeast State Community College Foundation's (2011)

policies and procedures regarding how to properly establish an endowment:

The Northeast State Community College Foundation Board of Directors has developed criteria for establishing endowments. The directors determined that a gift of $10,000 is the minimum amount required to establish an endowment. The $10,000 amount must be in cash, or in stocks, bonds, or other securities which, at the time of receipt, equals $10,000. A gift of $10,000 to establish an endowment may be paid at one time or over a period of time not to exceed five (5) years. A donor who pledges to establish an endowment during a period of five years or less must complete the $10,000 donation within the pledge period in order for the endowment to be established. Should the donor default on the pledge prior to achieving the $10,000 minimum, the endowment will not be established. Upon default of a pledge, the principal and earnings on the principal may be used at the discretion of the Foundation Board of Directors. The earnings from endowments established through the Foundation provide revenue support to scholarships or other college programs. However, major emphasis is placed by the Board on supporting student scholarships. The donor who establishes an endowment may suggest the name of the endowment. The Board may adopt the suggestion of the donor, but the authority to name the endowment rests with the Board. (p. 21)

Northeast State Community College Region

Northeast State Community College serves five counties. They are Carter, Johnson, Sullivan, Unicoi, and Washington. Appendix A shows the quick facts provided by the 2011 U.S. Census Bureau. Located in the rural south, Northeast State Community College's demographics are different from those located in a city environment. For example, less than 20% of those living in all five counties have a bachelor's degree. In Johnson County, nearly 30% of students do not graduate from high school. The lowest percentage of students not graduating is Washington County at 16%. Median household income ranges from the lowest at $27,312 in Johnson County to the highest at $39,876 in Washington County (U.S. Census, 2011).

In 2010 Northeast State Community College began a Scholars Foundation comprised of endowment scholarship recipients and honors scholars. Their purpose was to represent the college through fundraising initiatives and school activities. By supporting the Foundation these scholars said they felt as if they had ownership in the college and were empowered to succeed expectations with their purpose (Northeast State Community College Website, 2012).

At Northeast State Community College local support has been strong; but as with most local communities giving has been decreasing or divided because of the downturn in the economic climate. Rural community colleges have seen the most enrollment growth for two reasons: (a) high school graduation rates are increasing and (b) it is less expensive to begin one's college career at a community college than at a university.

According to Bass (2009), "The Obama Administration contends community colleges could play a strong role in supporting economic recovery, including through retaining laid-off workers and providing job training needed by new industries" (p. 2). Northeast State Community College's current president, Dr. Janice H. Gilliam, said they experienced a slight

decline in enrollment for the 2011-2012 academic year, and she stated that it was because of the beginning of a recovering economy. She claimed more people were getting jobs or not being laid-off, so there was less need to obtain an associate's degree (Northeast State Community College Fall Convocation speech, 2011). Seven out of 10 students who enroll at Northeast State Community College need financial assistance (Lyon, 2011).

All community colleges have been feeling budget declines. For example, Yavapai community college district in Arizona has been operating at the level of their 2005 budget. With 6 years of inflation, they have struggled to provide educational opportunities for students. Cost savings is a main reason why families and especially first-generation students choose a community college ("Productivity Push," 2010).

Pellissippi State Community College (2011) in Knoxville, Tennessee, listed several reasons why people should donate to a community college foundation. Below are some of the top responses:

1. If you help a community college, you are also helping yourself because it is an integral part of the community;

2. a community college builds the local workforce;

3. a foundation leverages gifts;

4. a community college is a quality alternative to costly schools;

5. a community college supports civic values; and

6. a community college keeps social capital in the local community (n. p.).

Community colleges in the United States enroll 6.6 million credit students in 1,186 community colleges across the country; this comprises 45% of all under-graduates (Pellissippi State Community College, 2011).

CHAPTER 3

METHODS AND PROCEDURES

Purpose

The purpose of this study was to investigate the philanthropic motivations of a select

group of four donors who have given a significant amount to a community college and to garner

their specific reasons for doing so. Northeast State Community College is the institution targeted

in this study. At Northeast State Community College donors have made a significant impact in

the region through economic development, student learning, and the community's well being.

Economic development includes but is not limited to sponsoring the construction of new

buildings. Student learning includes but is not limited to participating in new education

programs in higher education. The community's well being includes but is not limited to quality-

of-life initiatives and supporting the community's redevelopment projects.

The purpose of this study is to understand the philanthropic motivations of specific

donors who contributed to the Northeast State Community College Foundation. Each

interviewee belongs to the President's Trust, meaning he has donated $10,000 or more, which

indicates an existing commitment to the college. Through this study, I hoped to determine the

specific motivations that drove these individuals to give as well as to continue giving. I wanted

to determine what life experiences led to their advanced levels of giving to Northeast State

Community College.

At the conclusion of this study, I hope to package a marketing campaign and align a

strategic plan focusing on the lessons learned through the interviews. I also consider this

information will spawn future inquiries at Northeast State Community College as well as other

nonprofits because many of the college's donors also give to multiple organizations in the region. If I can report why people give, other organizations may be to able take the framework of this study and conduct their own investigations.

<p style="text-align:center;">*Research Design*</p>

Narrative analysis was the main qualitative approach used in the study. Narrative analysis is used to identify the complexities of human nature through a set of stories (Webster & Mertova, 2007). The study included a one-on-one, in-depth interview with each donor to extrapolate his side of the story. By using narrative analysis, I was able to derive a deeper, more intimate level of the donors' motivations for giving as opposed to a survey that would limit my ability to obtain details.

Denzin (2005) pointed out, "Qualitative research insists upon a face-to-face, heart-felt encounter between knowing subjects, a recognition that each of us is unique in our effort to make sense of ourselves and the world around us" (p. 184). Interpretivism is the route I chose to take to understand my subjects. The purpose of interpretivism is to contextualize complex and interwoven variables. Several assumptions exist for interpretivism. They include the following (Denzin, 2005):

1. reality is socially constructed in that one's perception is deemed truthful,

2. there are complex and interwoven variables,

3. it is difficult to measure the variables,

4. the purpose is to contextualize the data,

5. there are two categories for understanding interpretivisim: theoretical and practical,

6. the interviewer is the instrument, and

7. the setting is naturalistic. (p. 184)

My goal was to obtain the *how* and *why* not simply the *what*. It was also important to use

inductive reasoning to extract themes and patterns from the interviews and observations (Luttrell,

2009). Throughout the interview process, I continually reviewed each interview to ensure that I

was interpreting thoughts, feelings, and beliefs correctly. It was vital to evaluate each interview

separately and then collectively to obtain the most complex version of answers from those

interviewed.

Instrumentation

Different types of interviewing methods are used. There are informal-conversational

interviews, interview-guide approached interviews, and standardized open-ended interviews. An

informal-conversational interview consists of a casual conversation that is not necessarily

recorded. For example, if I were to see one of the donors in the grocery store and had a

conversation concerning a fundraising campaign on campus that was recently completed, that

conversation would be considered an informal interview. The interview-guide approach is more

focused than is the informal-conversational interview. It is used as a general guide to be able to

obtain the same information from each interviewee. For example, "Why do you give money to

charity?" and "What experiences led to your advanced level of giving?," are two questions that

need to be asked of all donors. Those questions could lead to different sets of questions

depending on the interviewee's answer. However, it is not as structured as the final method

discussed in this document. The standardized, open-ended interview is a formal interview with a

set of questions that is followed closely. If the interviewee goes off on a tangent, then it is the

interviewer's responsibility to regain control and continue with the line of questioning. Because

the questions are open-ended, meaning that they are general questions to be defined better with an answer, it can be easy to lose focus.

An in-depth interview and an interrogation are approached in the same way but with a different demeanor. I kept my voice at a higher and lighter pitch so that the interviewee felt at ease and comfortable to discuss more personal details. An interrogation is meant to force answers out of people, and I needed to make sure that I did not use leading questions to obtain the answer I wanted as opposed to the ones the interviewee really intended. An in-depth interview must occur following a couple of casual meetings to build rapport (Genzuk, 1999).

Building rapport is crucial to the beginning of a qualitative study. Trust must be gained in order for the interviewee to feel comfortable with the process. My goal was to meet with each donor prior to his interview to introduce myself. Because I am employed by the college, my initial visit was for introduction purposes. The study was not discussed in great detail; it was an informal conversation to build trust and gain rapport. Follow-up interviews were conducted via email and phone.

Research Questions

Below are the two main research questions regarding this study:

1. What are the philanthropic motivations for donating to Northeast State Community College on a personal and professional level?

2. What life experiences led to the desire for the donor to give money to Northeast State Community College?

Six types of interview questions were used in the study. Taken from Janesick's (2010) book *Oral History for the Qualitative Researcher* they were:

1. basic descriptive or "help-me-understand" questions,

2. structural and paradigmatic questions,

3. follow-up and clarifying questions,

4. experience and example questions,

5. comparison and contrast examples, and

6. closing questions. (p. 46)

Below are the major questions that were asked of each philanthropist. Along with each major question are several follow-up questions that pertained to the same thought but on a deeper level. These questions were to be used as a guideline and could have been adapted during interviews if necessary.

1. Describe the instance in which you gave your first gift to Northeast State Community College.

   How did giving the donation make you feel?

2. Are you strategic in your philanthropic plans?

   If so, describe how you use strategy when giving.

3. What is the self-serving side to giving money to charities or causes?

   How does it make you feel when you help someone and end up helping yourself more?

4. When did you begin 'giving back'?

   What was the first memory you have of 'giving back'?

   How did that first memory shape your philanthropic tendencies?

5. Is there something from your childhood that spawned your philanthropic nature at Northeast State Community College?

6. What is it about an organization or individual that makes you want to participate?

   Is it their organization skills, their passion, your trust in their leadership, their effective marketing, or the lack thereof or a personal connection?

   Is it different for each contribution you make or does there seem to be a similar thread in those that you tend to give significant gifts?

7. Why do you give?

8. Are there any significant events that led to your advanced level of giving?

9. What gift touched you the most?

10. Did someone in your family encourage giving?

    Who and how so?

11. When you were a child, did you receive support whether money, gifts, or time from someone who really meant a lot to you?

12. What are five experiences that shaped who you are as a donor to higher education?

13. Has the recession affected your ability to give?

Please describe what role the downturn in the economy has played in your giving to Northeast State Community College.

Sampling

My sample was a convenience sample in that I select current donors who had given at least $10,000 to Northeast State Community College. A convenience sample is most often used because it is time efficient and cost effective (Denzin, 2005). I wanted to understand motivations among those in my current surroundings because I am employed by Northeast State Community College.

Data Collecting and Recording

With permission, I audio recorded all interviews. When informal or spontaneous interviews occurred, I recorded notes immediately following the encounter to make sure the account was correct.

Participants

In January 2012 I conducted one-on-one interviews with four people. The four interviewees were donors who are in the President's Trust at Northeast State Community College; this means they have donated at least $10,000. The four were divided based on the following criteria: alumni, faculty or staff member, individual contributor, and an individual representing a corporate contributor.

Validity and Reliability

Reliability and validity of a narrative analysis according to Webster and Mertova (2007) should not be judged by the same criteria that typical qualitative and of course, quantitative studies are judged. In a narrative analysis the purpose is "to elaborate and investigate individual

interpretations of complex and human-centered events" (Webster & Mertova, 2007, p. 89). It is

not intended to be used to compare to universal nature or repeating events. Someone's personal

story cannot be in alignment with the guidelines of traditional approaches because it is not meant

to be replicated. It is meant to be informative specifically for the one telling the story.

In qualitative research validity is used to determine whether or not a study is "true and

certain" (Guion, 2002, p. 1). *True* means that facts are accurate and statements are unbiased and

certain means that the evidence supports the findings and does not place doubt in the mind of the

reader. The reliability of the study for a narrative analysis depends much on the interviewer.

Reliability will be lower than normal if an amateur is conducting the interview. Also, if the

researcher is an advocate of the subjects interviewed, bias is unconsciously present. Another

factor that could potentially affect reliability is uncontrollable events that alter the interviewees'

mindset prior to the interview. Feelings of anger, sadness, happiness, and other emotions can

affect the reliability of the interview and thus the study (Luttrell, 2009).

One method used in qualitative research to improve validity is triangulation.

Triangulation is defined as "a multimethod approach to achieve broader and often better results"

(Denzin, 2005, p. 722). Another definition is the "use of more than one approach to the

investigation of a research question in order to enhance confidence in the ensuing findings"

(Lewis-Beck, Bryman, & Liao, 2004, p. 1142). Basically, a study is more valid if multiple

viewpoints find the same conclusion. For instance, if a researcher wants to learn about behavior

issues in fourth graders, he or she could interview teachers. However, if he or she also

interviewed parents, siblings, administrative staff, etc., the multitude of responses from various

viewpoints would yield stronger data. If they agree, the study is considered valid. If they do not,

it warrants further investigation. "Once a proposition has been confirmed by two or more

independent measurement processes, the uncertainty of the interpretation is greatly reduced" (Lewis-Beck et al., 2004, p. 1142). However, despite the same results across multiple data, it must also be recognized that each data set could be flawed (Lewis-Beck et al., 2004).

Triangulation can be traced back to Campbell and Fiske (1959) who developed the idea of "multiple operationism" (p. 81). The reason for more than one method is that it reduces the variance of the method that turns the focus on the subject. Triangulation can be described from simple forms to complex forms by a scale with four stopping places: scaling, reliability, convergent validation, and holistic (or conceptual) description. Today scaling is not seen as an appropriate measure of validity. However, a holistic approach is a newer approach adopted to seek a deeper understanding of the data (Jick, 1979).

According to Jick (1979) validity resets on a judgment or a capacity to organize materials within a plausible framework. One begins to view the research as builder and creator, piecing together many pieces of a complex puzzle into a coherent whole. A qualitative researcher relies on his or her own interpretations from the interviews conducted, and if he or she can make all of them have a common thread, it enhances validity.

According to Guion (2002), there are five types of triangulation: data, investigator, theory, methodological, and environmental triangulation. Each type provides a new angle to multiple sources of data.

- Data triangulation is basic in that it uses several forms of information based on categories or groups of interviewees (Guion, 2002).
- Investigator triangulation is more complex than is data triangulation in that it involves multiple interviewers or a team. Each investigator has his [or her] set of interviews,

85

case studies, or focus groups and then all of the investigators compare findings with each other to support their conclusion (Guion, 2002).

- Theory triangulation involves the use of multiple professional perspectives to interpret a single set of data. It differs from investigator triangulation because it seeks out professionals outside the researcher's field of study. It could mean that it is the same position but a different status such as an administrator versus a teacher in the same school system, or it could be across fields such as education and business professionals. Validity is established when all professionals from different fields of study determine the same conclusion (Guion, 2002).

- Methodological triangulation involves using both qualitative and quantitative methods. Therefore multiple methods such as interviewing, surveying, document analysis, and observation could be used for one study, and if all the sources find the same conclusion, then validity is established. Two distinctions exist for methodological triangulation: within method and between method. For a qualitative study, between methods might include interviews, focus groups, and participant observation to gather multiple responses in an effort to improve validity if the data is congruent (Guion, 2002). "In short, the within method essentially involves cross-checking for internal consistency or reliability while the between method tests the degree of external validity" (Jick, 1979, p. 602).

- Environmental triangulation involves the use of different locations, settings, and other key factors related to the environment in which a study took place, such as time of day, day of the week, or season of the year. The idea behind this type is to determine if the environmental factors influenced the study. For example, if you wanted to do a

study on the level of depression in nursing home patients, it could be possible that winter poses more depressed patients than does summer because of the amount of sunshine they see. It is very likely that one would find conflicting answers interviewing the same person during a different season (Guion, 2002).

Another common way to improve validity is coding. As a qualitative researcher, it is important to have a systematic way to organize data if one is dealing with human subjects. Coding methods are preferred in that data are organized into categories or sets of information that are similar or unique. There are levels of coding depending on the depth of the study. They are initial, focused, thematic, and theoretical coding, listed from most simple to most complex (Hahn, 2008).

In order to improve reliability and validity, there are four steps that a researcher can use: credibility, transferability, dependability, and confirmability. It is important to ensure that both the researcher and the interviewees are credible. Either a background check can be done or reference letters completed. Transferability is important because the researcher must interpret the information correctly as to not disclose false statements. Dependability is consistence on both the researcher and interviewees' parts. They must work together for the common cause so that the study is more reliable. Confirmability is when the researcher ensures that a unique description is brought to light during the interview process. It is important for the researcher to know when the interviewee is not revealing a true story (Trochin, 2006).

Ethical Issues

Confidentiality was a concern in this study. In order to receive the full, in-depth story of the donors, there might be thoughts, feelings, beliefs, actions, circumstances, or other factors the

subjects might not want to reveal publicly (Groundwater-Smith & Campbell, 2007). Therefore they would not want their names published. I obtained informed consent (see Appendix B) from each interviewee and did my best to maintain respect of the participants. I respected the inclusion and exclusion of facts. For example, one participant told a story that he later did not want published; I respected his wishes.

Interviewing bias is another ethical consideration. The information gathered is the responsibility of the interviewer. This was my first official opportunity to collect qualitative data. Because I was not experienced as an interviewer, I needed to practice interviewing skills so I could learn how to remain neutral and how to glean what I was really trying to accomplish without posing as an advocate.

Not only is it important to remain unbiased through the interviewing process, but it is also important not to ask leading questions. A leading question, intentionally or unintentionally, puts a lingering thought in the interviewee's mind. For example, if I told the donor about a student who needed help going to college, did not have money for food, and did not have any form of a support system at home, then it could sway the donor's reaction as to why he gave.

CHAPTER 4

ANALYSIS OF INTERVIEWS

The purpose of this study was to investigate the philanthropic motivations of a select group of four donors who have given a significant amount to a community college and to garner their specific reasons for doing so. Four donors from the Northeast State Community College Foundation were interviewed: an alumni representative, a faculty-staff representative, an individual contributor, and a corporate representative. Each participant was in the President's Trust, which means he has contributed at least $10,000 to the college.

Background of Participants

The participants were chosen by the abovementioned categories, not by demographics. Each interviewee was assigned a pseudo name to maintain his confidentiality. Each was referred to as "Mr." and a random alphabet letter. The alumni representative is Mr. A. The faculty member is Mr. F; however, he wanted to be identified but I kept Mr. F for consistency. The individual contributor is Mr. N and the corporate representative is Mr. C. Below is a brief personal history of each participant.

Alumni Representative

Mr. A is a graduate of Northeast State Community College with an associate degree in electronic engineering. He has shown an entrepreneurial spirit by continually seeking new ventures in the region. He currently owns a niche development company. He also owned a company that became a leader in the technology repair field. He currently serves on several

boards in the community and was given the Outstanding Alumnus award at Northeast State

Community College. Mr. A is very involved with his church. At Northeast State Community

College, he currently serves as a board member and committee chairperson and has been

instrumental in Northeast State Community College projects since joining the foundation board.

When asked why he chose to attend Northeast State Community College, he said:

The program that my father actually had a lot of experience in and ran some companies
with--the whole electrical maintenance and electronic engineering, etc. . . So as I was
growing up we were always around electronics. . . and Dad was always fixing stuff and
working on things, and I sort of took a liking to it. As I was getting in high school, I took
3 years of electronics in high school and kind of liked it. I said, 'Wow, I took 3 years in
high school. I guess that means that I should probably try get my degree in electronics.'

After a pause, he added:

A friend of mine was coming to Northeast State and he said, 'Man, I'm telling you. I
really like it over there. You ought to try it out.' So, I'm like, 'Okay.' A 2-year degree, a
4-year degree--my whole theory was that you needed some type of degree. You need
some kind of education for the training and the discipline part; but at the end of the day a
lot of it depends on what you want to make out of it.

Faculty Member

In the opinion of many, Mr. F is one of the most beloved professors at Northeast State

Community College. His exuberance during class makes the classroom come alive. Students

have said they want to attend his class because he is fun and they say he actually makes sense of

chemistry. If one ever sees a chipper professor with a bowtie and a periodic-table t-shirt on, then

they have found Mr. F.

He was in the Air Force from 1969 to 1973. When he left the Air Force he went to

graduate school on the G.I. Bill. He then completed his PhD in chemical engineering and went

to work for a Fortune 500 chemical company in the region. He was employed by the company

for 17 years before he decided to teach. Northeast State Community College hired Mr. F in 1993

and he is currently a tenured professor of chemistry. He also teaches trigonometry, statistics, engineering, and remedial math. His passion is clearly for STEM education: science, technology, engineering, and mathematics. He disclosed that although his background was important to him, he would tell anyone that the most important thing that happened in his life was marriage to his lovely, smart wife.

Individual Contributor

Mr. N grew up in Northeast Tennessee. He is a philanthropic legend in the region and is admired and respected by everyone who knows him. His said his passion lies with higher education and he has consistently been an integral part in the future of students in the region including those at Northeast State Community College.

He currently owns a "solo practice management consulting firm [working] primary with closely held companies and professional corporations." Mr. N has contributed to the Northeast State Community College Foundation since its inception. His various roles since 1986 include chairman of the board, board member, committee chairperson, and campaign chairperson at Northeast State Community College. In addition to his activities with Northeast State Community College, Mr. N currently serves on another higher education institution's board and is involved with a scholarship prorgram. He also serves on a bank board.

Corporate Representative

Mr. C's company has contributed to the Northeast State Community College Foundation since its inception in 1986. The annual foundation budget is $3 million; this amount does not fluctuate because of economic upswings or downturns. Mr. C is a vice president for his

corporation with responsibilities such as corporate events, community outreach programs, and aviation. He is also a member of the state education system and a Rotarian. He serves on a community foundation and a higher education institution's board in addition to the one at Northeast State Community College.

Mr. C was a first-generational college student, meaning he was the first in his family to attend college. At Northeast State Community College, Mr. C is a board member and on the executive committee. He is also a trusted advisor to the Northeast State Community College president.

Interviews

I chose my convenience sample by what I hoped to learn from Northeast State Community College donors. I enjoyed listening to all of the participants provide honest and heart-felt reasons as to why they contributed to Northeast State Community College and what experiences in life led to their desire to give. It was encouraging to witness four of the top philanthropists at Northeast State Community College share their stories of sacrifice, steadfastness and love for a college that builds up its own community. During the interviews I could not help but think what a special moment it was for me that these participants would take time out of their busy schedules to have a deep discussion about what has shaped them as philanthropists. It was both an honor and a pleasure to witness the unique spirits shine through as each participant eagerly told his story.

The alumni representative provided a real-world perspective of what it was like attending a community college. His stories revealed experiences as a young adult that made him want to be involved afterwards in giving back to the college.

The faculty member also had first-hand stories regarding the interworking of Northeast State Community College; however, his approach was different because he is currently shaping and molding the futures of students such as the alumni representative was at one time. He obviously knows the value of higher education in that his giving is "for the good of education," whereas the alumnus said he was "thankful" for that education.

I was most interested in listening to the individual contributor's motivations for giving to Northeast State Community College. He had no personal connection to and had not been involved with Northeast State Community College until he served on its board. I wanted to learn why he desired to serve on the board and what motivated him to make large monetary contributions when he had no connection to the college. I found that his reasons were altruistic in nature or as he expressed, "for the good of the region, for the good of the future." He posed that he simply wanted to see a better tomorrow for the region in which he loves to live.

Lastly, the corporate representative shed a socially responsible light on why corporations give. In many cases, corporations donate to receive positive public relations; but as I listened to Mr. C describe the places his corporation donated to and his reasons for choosing to do, so it became a resounding notion to me that the corporation merely wanted to increase the quality of life in its region. It was not necessarily about corporate social responsibility but more about how a corporation could make a significant difference in the well-being of citizens.

All interviews were conducted in the foundation office on Northeast State Community College's main campus in Blountville, Tennessee. It was snowing on the day of my first interview yet some of the employees, including me, had gone to work not realizing that Northeast State Community College campus was closed for the day.

Alumni Representative

My interview with Mr. A was to begin at 10 a.m. and I was hoping he would get there through the snow. Surely enough, he did not skip a beat, arriving in his 4x4 truck, smiling, and enthusiastically saying, "Let's get started." On our way up to the foundation's office, he was animated in talking about his daughter's and son's basketball teams. He is the coach for both teams, and he admitted being proud of the girls and not so proud of the boys. In fact, he said they quit playing well in the last few minutes of their game; so with a slightly evil smile, he said they were going to pay for it at practice that afternoon. I thought to myself: Being his kids' basketball coach is just *one* of the many ways Mr. A gives of his time.

Faculty Member

Mr. F walked into the foundation office ready for his interview. With his infamous bowtie and STEA club book in hand, he smiled and started telling me about all the thoughts regarding our interview he had on his drive into school. He said he had never before been asked why he gives to Northeast State Community College and added, "I know you'll probably get to this in your questions, but I really think my paper route as a kid correlates with why I give today." Without knowing it, he had already prompted one of my interview questions, so I immediately knew I would garner some remarkable nuggets of information when we officially started the interview.

Before we sat down, Mr. F pulled a piece of paper out of his notebook. It was his payroll deduction pledge form for 2012. Mr. F had increased significantly his monthly gift. He went on to say that he had sat down the night before and looked at what he made and what he gave. He said he decided to give 10% of what he makes. Later in our conversation he revealed his

reasoning for that decision. It seemed that Mr. F was excited to talk about his life; therefore I hurriedly started the audio recorder so I would not miss anything.

Individual Contributor

I must say that I have known Mr. N for 12 years and I am always amazed at what he has to say. I hang onto every word because I know if I listen to him I will become a better person. When he walked into the foundation office, I asked him how yesterday was. He pumped both his fists, and said "Wow!" As this was more animation than usual, it made me laugh. The day before my interview had been the final interviews for a scholarship program. He was delighted about how events had turned out and said he could not wait to tell me more about it. It is this kind of "fire for student excellence" that prompted me to learn more about why Mr. N contributes to a college he never attended.

With admiration in my heart and a smile on his face, I started the recorder, looking forward to every word I was going to hear.

Corporate Representative

Mr. C is a man of few words. His brevity is appreciated by some and intimidating to others. He walked in, sat down, and basically motioned to get started. So that is what we did. I told him about my research study and before I knew it, he told his name, title, and what he did for a living. I appreciated his business-like approach to my interview and was especially honored to hear details about his life and why both he and his corporation give back so generously.

The first research question was "What are the philanthropic motivations for donating to

Northeast State Community College on a personal and professional level?"

Alumni Representative

As an alumnus of Northeast State Community College, Mr. A had a somewhat different

approach to giving from the other participants because he actually was immersed in the culture

of Northeast State Community College as a student. He had first-hand knowledge of what the

college's purpose is and how it executes its mission for the region. When asked for his reasons

for giving to Northeast State Community College, Mr. A reflected on his experiences at the

college and then replied:

> It's probably because of the experience that I had when I went to school [at Northeast
> State Community College]. And it's probably because of two or three professors that I
> had here to be completely honest with you. I think it boils down to three professors who
> were very tough on you in their class. I mean one instructor, if you missed, and I don't
> think they can do these things these days, but if you missed a day and you weren't like on
> your deathbed, it was a letter grade. The best case you could do was a 'B.' If you missed
> two, best thing you got was a 'C.' If you missed three, you just quit and take it next
> semester. But what he was teaching everyone was that you can't work in an industry and
> just not go to work. There are consequences when you do that. Sure, sometimes you're
> deathly sick and you can't go to work. But in the real world, if you're not really sick, you
> need to go to work. There are consequences for it and other people will take your job.
> And that was what he was trying to teach us.

He paused a moment and then with earnestness in his voice, began to describe another

professor:

> Because his point was, 'Listen if you can't speak to people, you will not be successful.' If
> you cannot get in a workplace and illustrate what you're trying to say, you will not be
> able to be successful, and I really think that's one of the reasons why I don't usually have
> a loss for words is because I remember that, and it's ingrained in my brain that if you
> don't communicate clearly, and if you can't talk in front of a group of people, then you
> will probably be less successful than ones who do. Those people typically never climb
> up the ladder and advance. That's what he was trying to teach us. He was fair, but very
> tough.

Mr. A said he was impressed with those students around him, those he heard about after he graduated, and those who came back to college despite their circumstances. He admitted he had a desire to help those who work hard and just need a chance. He began talking about the strength of some students at Northeast State Community College and his admiration for them:

It's unbelievable the commitment [these students] have. They have a family with three kids. They work a day job. They come to classes at night. They work on weekends to try to make enough money. They do that for a 2-year degree, but maybe it takes 4 years or 5 years to get that 2-year degree. The amount of *will* that it takes to do that. I question myself a lot of times and say 'Would you be able to do that?'. And I don't know that I would. I'm sure that if you're forced into things, you do what the situation demands you do, and to see those people do that, I think is an absolute amazing thing to be a part of.

Mr. A seemed to warm up to the subject and added:

You know I've seen lots of people who were trying really hard. What inspired me about Northeast State was there are people who truly are given a second chance through scholarships that can actually better their lives. When you see people who are 30 years old, 40 years old, 50 years old at campus and you see them trying to do better--they deserve the chance to do better. That's one of the reasons we [himself & wife] give to Northeast State, and what kind of touches our hearts is just the simple fact that you see so many people *trying*.

Since serving on the board, Mr. A has made contributions to several projects and initiatives at Northeast State Community College. When asked about his strategy in giving, he said he had none. He simply gave when it felt right, and he really liked what Northeast State Community College was doing, so he said it felt right to donate. In fact, when I asked about a specific gift, he said he had actually forgotten the exact amount given. He only remembered that it was for a good cause to increase scholarships for a targeted group of students. He said he believed that his intuition and emotion guides his giving to Northeast State Community College.

Mr. A gave another reason for contributing to Northeast State Community College. He "enjoys serving as a board member." He said he took pleasure in impacting change for the better through an organization. When asked, he described why he likes to serve on the board and why this led to an increased level of giving:

It makes you feel like you have the opportunity to help and make change, and no matter how well any organization is run, my organization, schools, other businesses, they all have to change over time because the external environment changes. The economy changes. People change. All the external factors change and if you don't continuously change, you become stale. You lose your leverage and you lose your ability to impact people. So I think sitting on the board and being able to make recommendations or support those things makes me feel like we have the opportunity to help change the way the foundation operates over time to match what the external environment is. It gives us the opportunity to help change people's lives to give them an opportunity and a chance.

Mr. A concluded his interview with some final thoughts about giving to Northeast State

Community College:

We [he and his wife] just like doing it. We really do. I like to make money, but I honestly get more enjoyment out of giving it, than we do making it. Making it is pretty fun but it's a lot of work too. But to give it, and have the privilege to be able to give--that a lot of people can't, is pretty fun. It really is an awesome feeling that you are able have that opportunity and I think the Lord has blessed us to be able to do that. I think that's part of our job in life--to continue to do that.

Faculty Member

Mr. F was so caught up in sharing those moments in life that motivate him to give that he had to pause to focus on what he likes about Northeast State Community College and why he gives to the college. Mr. F started, "I got the most happiness out of things when I worked for them. I did something and I earned it." Likewise, he said he gave to scholarships at Northeast State Community College because "someone earns a scholarship and then must maintain grades to keep that scholarship."

Mr. F brought up education, religion, and the world's problems when explaining why he gives to higher education. He declared with his hands in the air, "It's more of a humanitarian thing." He maintained:

I like to work. I like to make things. I like to improve things and make things better. I see the world over populating and lots of problems with what's going on and has been for years, and the most promising thing that we can do, I think, is education to solve the world's problems, to get us to live together--no more wars, or whatever it might be. To

me it's not religion. There are too many of them and they're always fighting. Education is not religion in a sense. I got to thinking about education and my struggle to get through it, and thinking that's really where I would want to put money--into something that could help all kinds of people. Then they would help other people and on down the chain or pay it forward.

He continued by explaining that whereas giving to church was good, he was inclined to

believe that education was a better place to donate money:

A lot of people are really into the church, and that's good. The old history was 10% of a year's salary goes to the church. We took consideration of church, but we're not heavy into church. And we don't donate heavily. I said I'm going to put my 10% into education, into people, and then they can pick their religion, and that should be the way to go. Education has a much more broad appeal and it's nondenominational. Everyone needs help. I don't care what your religion is, it [donating to education] can help anyone. Education has gotta be the way to go!

Mr. F seemed to enjoy giving details, relevant or not, to explain his thoughts. In fact, at

one juncture, he pointed out that the "recorder was running," so he was "just going to talk" and I

could just use what I wanted. Moving on from education, Mr. F expanded his thoughts to a

global view, relating his notion of giving to Northeast State Community College to the next

generation of students:

You just look around at the population now as it was when you were a kid and on back to when the country was founded. Species are becoming extinct. If you're thinking of the entire planet, what better way to help save this planet--and hopefully you can--than education? We tend to take things out. We just use up Mother Nature. It's the opposite of that notion [of giving]. You know, we'll preserve, protect, and leave the place nice for the next generation. I just feel like people will be here for a few more million years, maybe, if we don't ruin this planet. I've chosen education over religion, but religion and morality all fit together. It's just that education is the route to where I think people could give money and feel like it's doing something.

Mr. F continued by talking about how death is inevitable and at some point in life he

realized he needed to "pay it forward" because what was the point in building up his wealth

when he could "help the younger generation lead the way for the future." He expounded:

I'm not going to live forever. You get about 40 or 50 and you say, 'Hey I don't have forever. I sure don't want to spend all my time trying to get more things or a fancier car.' Let's start [giving to others]. So a certain amount of giving goes into these savings

accounts and these IRAs for your own future but then this other stuff is giving to other people's futures. I probably could give a lot more than I do, but at least I'm in the right spirit of it.

Mr. F was pragmatic regarding one of his reasons for giving. Basically, he said he and his wife had saved money for their daughter's education; when she went to college on her own scholarships, two things happened. First they did not need the nest egg anymore and second their daughter was out of the house so their monthly expenditures were less. Therefore, Mr. F continued, "We did not need a fancy car or anything like that, so that made the decision to give to Northeast State Community College even easier." The reality that their daughter earned scholarships and left the house had opened up some dollars to be given away.

When asked why he gave to Northeast State Community College specifically, Mr. F responded, "It just feels good." He elaborated, "It gives meaning to all the stuff we've been doing all these years." He explained that he enjoyed the atmosphere on campus and acknowledged it was because of the "spirit of happiness" that people enjoyed working and giving at Northeast State Community College.

Individual Contributor

When I asked Mr. N why he gave to Northeast State Community College, he leaned forward in his seat and put one hand on the table as if to say, "Well, that's a simple question." He purposefully stated that one reason he contributes to Northeast State Community College is that he believes in what it is doing. He expounded on his theory and supplied details about the job placement success occurring at Northeast State Community College:

> I think Northeast State is a vitally important regional institution and I think the regional focus has been maintained and needs to be maintained. I think [Dr. Bank] (former president of Northeast State Community College) said the placement rate was over 90%. What that meant was that graduates from Northeast State, over 90% of them, within 60 or 90 days from graduation, found employment in their field of study. I just think that is

great in terms of not only what they do, but how they do it. I think results are so important, because yes, you can have folks graduate, but if they graduate and can't do anything or don't do anything, then that's immaterial.

Mr. N is a businessman, so bottom line results are important to him. With such an impressive job placement rate, Mr. N admitted that it was an easy decision to support something that was doing so well. He said he also liked the fact that the college helps the entire region with job-specific skills that are needed in the workforce today. He followed this thought by adding:

> I like the fact that it's a regional institution. I like the fact of taking people who are interested in getting education past high school and making them productive in the workforce. I think they get a fundamental education and that's important generally, but I think the focus on job skills is critically important, and makes people productive that otherwise wouldn't be.

Mr. N continued by adamantly emphasizing the quality of all aspects of Northeast State Community College. He pointed out many worthy features of the college, saying:

> I give because of the institution, and by that I mean, not just the school, but the quality of the school, the quality of the people, the quality of the programs, and the quality of the education. I think that is uniquely outstanding.

Mr. N shifted from the college as a whole to focus on his real interest--the students. He said he wanted to help those in need but especially those who were striving for a second chance in life. He spoke with much enthusiasm as he described his support of the Next Step to Community College scholarship program for nontraditional students:

> I think another one of the very, very important roles of Northeast State is the fact that, I don't know if it's called return to education, or whatever, back to school, but people who have had for one reason or another to disrupt their education. Either they had to go to work, they've had children, been in the military, or whatever it is, they come back to school, but folks who come back to school at Northeast State are coming back because they want to learn. They realize the value of education. They soak it up. They take advantage of it, and the fact that that opportunity is available courtesy of, because of Northeast State is really, really important.

Mr. N also spoke regarding student success at Northeast State Community College and explained how it shaped him as a philanthropist. He said he wanted results from his

contributions and stated it was gratifying to watch students succeed, especially those who

returned to school. He highlighted a few items explaining why education is important in general

and again stressed that he gives for the future of students:

> [Students] are our future. We are here, and certainly at this point in my life, you know you're looking back more than you're looking ahead--but you must focus ahead. The young people coming through are really the ones that are going to be doing, hopefully--certainly they are the ones making the decisions. . . and I think education is so critically important. I think education, not only technically and specifically, but education in general, being able to understand concepts, being aware that you have got to look outside your current box, your current area, and be aware of what's going on.

Mr. N said he gives to provide a future for the students of tomorrow; therefore, his

benevolence, in turn, assists in the success and growth of the future of the region. While

acknowledging that students "are the future," he confessed he also found it especially

heartwarming to witness them tell their success stories:

> At foundation meetings, where students have come in and told a little bit about their background and their story and what the scholarships have meant to them--those are really touching, gratifying, and not only do you feel a sense of pride, but really gratification that this giving really does make a difference. It's not just theoretical or conceptual, it's real.

When I asked Mr. N if he remembered the gift to Northeast State Community College

that touched him the most, he popped up immediately and said, "Yes, I do. It was the first one."

He made his first gift when the foundation started, and he said he felt really good about being a

part of the "establishment of an endowment that would last into perpetuity to serve students."

Mr. N said that a great motivation for giving to Northeast State Community College is

aligned with his appreciation for the region of Northeast Tennessee. To emphasize his

admiration for the region, he stated:

> I think this is important and I tell people, at this point I've been on seven continents and traveled around, but I live here by choice not necessity. I want to live here because I like it and I want to support it.

Mr. N has been involved with countless nonprofit organizations and all of them have had a community aspect. He stated that he loves where he lives and he wants to be involved with projects that improve community pride. He provided an example as being the local United Way campaign. As he expounded, I thought he was giving an accurate description of what the United Way, Northeast State Community College, and other community-oriented nonprofits want to accomplish:

> The success of the United Way is a barometer of community pride and I believe that. I think that United Way is one, but other civic projects--other regional projects [like Northeast State Community College]--I think they are barometers of civic pride in how much do the citizens really want and appreciate whatever the project is. I have a desire to contribute to those things because I like where we live.

Mr. N finished the interview with an anecdotal story he found important as to why he gives to community colleges and, more specifically, Northeast State Community College:

> One of our sons has a Ph.D in physiology. He has been in business and during his research, dissertation, and all that he did some research at the UCSF, University of California at San Francisco. He had an internship with, I forget the man's name, but he was on the cover of Time *Magazine*, and he got a Master's. He made the statement to me about how awful it was to be an instructor because the folks in college really didn't seem to want to learn. You felt like you were there going through the efforts that you were going through to try to teach folks and they just simply weren't appreciative of education.

Mr. N continued by fast-forwarding his story about 10 years. I could tell he was getting anxious to get to the punch line, if you will, because he was sitting up again and using his hands to talk. He wanted me to know that students in a community college are the ones who *care* about learning:

> [My son] lives now in Western Massachusetts, and because of his interest and ability in physiology and anatomy, they had somebody--I think it was at Greenfield's Community College in Greenfield, Massachusetts. They had a vacancy and needed somebody to fill in. He filled in on kind of an adjunct basis, and it was a mutual fit. It was like magnets attracting each other. He loved it. [The students] liked him. He interviewed for the permanent position and got it. He still does some private training and coaching, but his primary occupation now is as an instructor at Greenfield's Community College, and he loves it, and the reason is, he said, 'Dad, these folks want to learn, and it is so gratifying

to teach people who want to learn and who want to be there.' He is delighted. We are delighted. It proves the nature of a community college and what it can do.

Corporate Representative

Mr. C's corporation has contributed over $5 million to the foundation at Northeast State Community College. Mr. C explained that his foundational approach to corporate philanthropy is "supporting what our employee's value." The corporation developed several named scholarships over the years to recognize their successful employees. Through these scholarships, Mr. C noted that the corporation wanted to provide an opportunity to students who might not otherwise have the opportunity to attend college.

In order for Mr. C's corporation to contribute money, he said he looked at several variables. He went onto describe the criteria:

> We look for [the corporation's] men and women, and are they involved? We look for the mission of the organization. Does it match what we're trying to do? Do their principles match our principles? What kind of outcomes do they have? Are they staying true to their mission? And lastly, do we have dollars that we can support that?

Mr. C explained the corporation's process for awarding money to institutions such as Northeast State Community College:

> We would entertain the proposal, and that proposal should highlight what we're intending to do. How it will impact students? How it will impact learning, and basically, what are the outcomes that you expect? Is it meeting a need that has not been met today? And last thing we would do, we would look at have we given to [an organization] recently.

On a personal note Mr. C added, "It feels rewarding when we see that we're making an impact in the lives of people." While Mr. C acknowledged he is very private in his specific giving, most of his external giving has been to the church. He stated that he tries to live under the biblical advice of Matthew 6:3-4, and quoted, "When you give to someone in need, do not let

the left hand know what the right hand is doing. Give your gifts in private, and your Father, who

sees everything, will reward you."

Mr. C has served on many boards and he disclosed that he appreciates not receiving

compensation. He said he feels that once people pay you they own you and that removes the

reason to help in the first place.

Mr. C said that both he and his corporation give to Northeast State Community College to

provide an opportunity or a second chance to those who never thought they could attend college

because of financial obligations. He spoke glowingly of Northeast State as he summed up his

thoughts about community colleges:

> Northeast State has probably opened up more doors and windows, opportunities, for the
> first generation students. That's where the difference is going to be made. The people
> who have grown up with opportunity in their home, means in their home, are going to do
> fine. It's those students who need that first step, who need a chance. And that's where
> Northeast State or any community college has the market here. They have the opportunity
> to gather some folks, get them used to college success, and make them better. I
> understand if people are not successful early on that they want to quit. And I think
> Northeast State provides an atmosphere where you can have successes. So as we want to
> educate our population, it's the community colleges leading the way versus 4-year
> institutions. Four-year institutions have been around forever, and they have not
> necessarily been as totally successful as where the community college provides early-on
> success. If you are going for a certificate, if you get a certificate then you say I can do
> this. Maybe I'll go and get some course work. Maybe I'll get an associate's degree. So
> it's building blocks along the way. What makes them successful is having those early
> successes. It feeds on itself. So I think that community colleges have a place and an
> important role to play. And if we're going to win this game, it is going to be the
> community colleges leading the way.

Like the other participants, Mr. C said he too was interested in results. He shared that he

also looked forward to celebrating with those students throughout their college journeys and at

graduations. He said he found it rewarding to stand beside those who had worked hard and

earned a degree and remarked that it made him feel honored to have been part of the reason for

the students' success. He summed up his sentiments by saying:

I want to see the results at the end that they were able to finish [college]. Some of the best stories are when people have had a hard time and they make it through to the end and graduate, and you can be there and celebrate with them. That's what I like to see. I like the celebration at the end of the journey.

Mr. N said he also appreciated watching the growth of Northeast State Community

College over time and watching successes as they occurred:

[I like] seeing the growth, seeing the difference that Northeast State's making. Northeast State has steadily been successful over the years and people want to be part of something that's successful. I think that creates an environment that makes [the executive director's job] and others' easier because you're building on that success.

Research Question #2

The second research question was "What life experiences led to the desire for the donor

to give money to Northeast State Community College?"

Alumni Representative

Mr. A consistently pointed out that his upbringing shaped him as a philanthropist. He

spoke of instances he remembered where his family taught him how to treat others and how to

give to others. He recalled, "I think, we were always brought up that--you know, you should

always try to give back, and we did at church." Mr. A conceded his family was a driving force in

shaping his work ethic, attitude, and morals:

You know, it's interesting. My dad worked a whole lot. He worked a regular job and worked for my grandfather doing all his electrical. My grandfather was a contractor. And then my grandmother--both my grandmothers'--both gave at the church. They really worked hard at the church. I have one grandmother. . . she was just probably the most soft-hearted, best person you could ever ask for, and just to see the way that she would do things for people--it would just make you go 'Wow.' That's pretty neat, and I wanted to be like that.

He continued by describing his grandfather. There was a convincing tone in his voice

that made it clear his grandfather had been a significant person in his life:

And then my grandfather, he always was pretty tough on my brother and me, but whenever we needed stuff he would help us and he taught us a lot. He taught us how to build. He taught us how to do things and think for ourselves. And how to, "Well don't do that. That's not the smart thing to do"' It probably wasn't exactly said that way, but you know what? He made us accountable for things and helped us understand that if you're going to make anything or do anything in your life, you've got to do it this way. If you don't, you're going to be at the end of the wagon. And it's your choice. You're at the age where it's your choice to decide what you want to do. So you have to decide what you want to do today. He continually encouraged us, "Boys, if you got a little extra, why don't you help those other people out."

While Mr. A was the CEO of his new company he encountered a couple of opportunities to help his employees. Because the company was just getting off the ground, he was not making much money; however, Mr. A said he felt, again, it was the right thing to do to help his employees. He followed with details of those two instances:

Our company hadn't been going very long at all, and we only had about five employees, and one who had had a bad car accident. You know, he counted on this job and he drove from Southwest Virginia every day. So he was actually out of work for about 6 months. He didn't know what he was going to do. He couldn't pay his bills. He wasn't going to be able to pay his car payment, house payment, and other things. He was engaged and all those pieces . . .

He continued describing the man's situation:

Typically, you wouldn't really have a job after that, but he was real important to our team. So you know, we helped him. We paid him his salary the whole time. We helped him with other bills and things he had, because this guy worked very hard, and he tried very hard. Whenever you see people really try. . . And we didn't have much at the time either. I think I was making about $500 a week. When you start a company, you don't make any money because you have to pay everybody else and make sure they get paid first. So we weren't making much, but we still had to take care of [our employee]. And you know what, he still works for the company today, 16 years later.

With a sense of pride in doing the right thing, Mr. A moved onto his second story, one that he said touched him even more:

We had another employee who had kind of been dealt some bad cards on occasion. She had two young children and her husband left; he took everything they had and just packed up and completely left. He left her with absolutely nothing--an apartment that had zero furniture in it. He took the car and cleaned out the bank accounts. She didn't have a dollar. He left her and those kids there! And so, you know, I remember. . . she had gotten some help. . . her mother had helped her. She didn't have a lot of money, but

107

she had helped her to try get some furniture and things--get her back on her feet; but she was having a problem getting back and forth to work because she was having to rely on people to bring her, she had kids she had to get to daycare, and lots of different things.

Mr. A looked away with a tear in his eye as he paused to collect his thoughts before he told what he did to help the employee who had so many personal problems. He told a story about how he bought her a car:

> So, a friend of mine owned a little car lot. I was over there hanging out, and he took a car in on a trade. I looked over at him and asked, "What would you sell that thing to me for?" He says, "What do you want to do with it?", and I said, "I want to give it to a girl who works for me. I really think she needs a break, and she needs something. We're starting to make a little money now, and I think we would want to give this thing to her." So, I bought it and gave that car to her. And just the reaction that she had! It was one of those things that you'll never forget. And it's, you know, when people work as hard as they do, and they really try, and they're trying to do better for themselves. You know, they deserve the opportunity. I think God has blessed us in a way that He understands that we will give back and we will help people. And so because of that, I think that's one of the reasons that we've been able to do so much for [organizations like Northeast State Community College] and people.

Faculty Member

Mr. F, before the interview even officially began, started discussing several occasions that shaped him as a philanthropist. He said he had thought about it on the drive over to the college that morning. He said one thing that struck him as most memorable was his mother's work ethic. She provided for her family when times were tough, and Mr. F went on to say that he wanted his mother to be proud of him and he thought his giving nature was shaped by her. He said her approval and love meant the world to him, and even after her passing he still lived his life in honor of her.

As his eyes filled with tears, he seemed to take great pride in talking about his own hero, his mother:

> When I was 5, [my father] leaves. So then mother gave us all this. It wasn't like we were heavy into church or anything, but she built morality into us and showed us we

didn't need to have the richest everything. In fact, I don't know how she did it, but somehow she managed to keep us alive. She wouldn't take any government money. She wouldn't take my dad to court to try to get money out of him. She just set to work to save the family. She shaped my morality, I guess, or my belief structure, and so [my] work ethic was there from day one. Mom had the ultimate work ethic, so I just sort of bought into it.

Mr. F told of his job as a paper boy from the time he was 10 years old until he turned 16. He said it was his first experience with customer service and helping people, and he really liked it. He won "Most Outstanding Newspaper Boy" in 1960 for the entire state of Ohio. He was awarded $200 that he immediately took to the bank and added to his savings account (saving was another lesson he learned from his mother). He later recalled it was that $200 and his job savings that got him through his first year of college. Mr. F spoke excitedly about how his paper route became one of his first memories of giving:

> I got to the point where it wasn't about the money, but I really liked serving these customers. I knew everything about where they wanted the paper, and I got to putting the paper right where they wanted. I said I'm going to put this paper exactly where they want it to make them feel good and not have [the paper] wet and all this stuff. It was sort of a service mentality. I'd try putting it in the door to see if they liked that better. I'd say if you leave your front door open, then I'll put it in there. Anyway, so I got real service oriented toward the customers, which is what I wanted to do.

Mr. F said the most memorable gift he ever gave was the first $200 to start an engineering endowed scholarship; this occurred immediately following the tragedies of September 11, 2011. He and his engineering club members had been giving blood on campus and saving the money, but it was not until the national tragedy of 9/11 that they decided to do something more formal with the money. Mr. F said he chose the endowment road because it lasts into perpetuity. It takes an investment of $10,000 to have a fully-endowed scholarship and "while it was daunting to think about $10,000," he said he knew it was the right thing to do--to start a scholarship for students at Northeast State Community College.

He recounted how a few years later, this scholarship meant even more to him. An engineering student suddenly passed away from heart failure. After the shock wore off, Mr. F said he thought it was appropriate to rename the engineering endowed scholarship after the student. Mr. F recalled one of his last memories of the student:

> He was a real outgoing guy. He wasn't terribly all 'A's, and super, super smart, but he had good people skills and was going to lead somewhere. He was going to do well. That fall when we had the [poetry contest], he came in like the day before the deadline to even get it over here, and said, 'I wrote this poem last Saturday. Would you take it later?' I had set my deadline earlier.

With a sincere excitement in his voice, Mr. F continued:

> I said, 'Yeah we'll take it up there. Besides, this could be number one. This could be the winner!' It was $50 or something. I'm always thinking of winning something and then giving it away. So we laughed about that, and he went home.

Mr. F skipped in his conversation to the next semester when they had chosen the poetry winner:

> We didn't see him until spring semester. They didn't announce the winners until late March or April. It must have been before spring break, though, because we knew he had won first prize. We joked he was worried about whether he had a copy of it, and I said I don't have a copy. I gave it to them. But surely they've got it even if you can't find it. I mean they chose it, didn't they?

Finishing the last sentence with laughter, Mr. F quickly became solemn and recounted the end of his story while trying to remedy the tremble in his voice:

> He died over that break. I think he'd been married less than a year, so he never got to read the poem. *I got to read his poem.* I went to his funeral and several of the other engineering students went to his funeral. Someone from the family read that poem at the funeral and I felt honored to get to read it here [Northeast State Community College]. I sort of get misty-eyed reading this guy's poem…We set it into motion to get this [scholarship] named after him when he died.

Individual Contributor

Mr. N said it was clear that his childhood memories of cub scouts and boy scouts taught

him valuable lessons pertaining to giving. However, as Mr. N declared, two other major

influences shaped him as a philanthropist. One was his family's deep-rooted influence in the

community and the other was his involvement with United Way. When I asked if someone had

encouraged giving at a young age, he responded:

> Well, I think [giving] is inherent in our family. For as long as I can remember my family,
> both sets of grandparents, parents, aunts, uncles, everybody has given. It's kind of a way
> of life. I've had the opportunity to decide do I want to do that or not, and yes, I do. I like
> it.

He continued in greater depth about some significant contributions in which his family

was involved:

> I can remember my grandparents and parents. They were involved with a bunch of things
> that started in Johnson City, specifically the hospital. They were really involved at the
> time it was the Appalachian Hospital, and then Memorial Hospital. The airport, my uncle
> was on the, I think the original airport board. I remember their community involvement
> in specific things, and they gave of their time and their resources.

Mr. N was very quick to say that his United Way experience was the one of the first

instances in which he felt his giving was meaningful. He lit up as he told the story about how he

became involved with United Way. It actually spawned from not being particularly interested in

the family business of financial management. He told the story below in response to my

question, "One of your first instances of giving was United Way. Please describe how this

experience shaped you as a philanthropist":

> That's a really interesting, not only an interesting question, but an interesting situation.
> Our family (my grandfather, father and uncle) started the first finance company in East
> Tennessee, first consumer finance company; and I never really did like the finance
> business per se. I either felt so sorry for people who couldn't repay legitimately that I
> didn't want to collect, or I got so mad at those that could pay and didn't, that I really
> wanted to do bad, bad things to them. I didn't like the finance business, and at the time,
> my grandfather had died, and I was working with my father and my uncle. I was

111

frustrated in that business. And we were looking for opportunities to diversify and do something else.

Mr. N went on to speak about the gentleman who got him involved with United Way. Through his description of his experience, I could tell he had a debt of gratitude for this man and for the opportunity to do meaningful work:

> The president of [a local S & L] was working in United Way, and he asked me if I would work with him in United Way. Here, being a youngster and looking at folks who were involved in the United Way Campaign, I thought man oh man. The opportunity to work with those folks is just absolutely great. I am flattered to death, and they gave me meaningful work in terms of folks that I called on and things that I did. So, then I became a division chair and ended up being campaign chair, then President of United Way. Involvement in United Way gave me not only the opportunity to give financially, but enabled me to work with community leadership and make what I [thought] were meaningful contributions. I began to feel good about myself and what I could do, not only civically, but kind of semiprofessionally.

Corporate Representative

Mr. C said his corporation had always been philanthropic in the local community with higher education as a focal point. As a corporative executive he acknowledged the mutual benefit of donating to a community college because the college was supplying a qualified workforce. In essence, it was providing a qualified applicant pool for the corporation. Mr. C said the corporation's employees prided themselves on sustaining corporate responsibility.

Personally, Mr. C spoke about his father, and how at an early age, he learned to give. His father worked a full-time job and two part-time jobs just to feed his family yet still found time to give back to his community. He said he feels extremely blessed to have been fortunate enough to be able to give back. He recounted one of his childhood memories when he took firewood and coal to older people. He said he found it rewarding to help others; the firewood delivery was the first instance Mr. C remembered of giving back. He recalled, "It just felt good [to help others]."

CHAPTER 5

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings

As indicated in the title of this research study my goal was to understand philanthropic motivations in Northeast State Community College donors. The purpose of this study was to investigate the philanthropic motivations of a select group of four donors who have given a significant amount to a community college and to garner their specific reasons for doing so. The four selected participants had contributed at least $10,000 to the college and were in the President's Trust. I interviewed an alumni representative, a faculty member, an individual contributor, and a corporate representative to learn their reasons for giving and to inquire about life experiences that might have led to their advanced levels of contributions to Northeast State Community College.

Conclusions From Research Question 1

Research Question 1 was, "What are the philanthropic motivations for donating to Northeast State Community College on a personal and professional level?"

Alumni Representative

Based on his answers to interview questions, Mr. A contributed to Northeast State Community College because of his own experiences as a student at the community college. He credited his success to a few professors who pushed him to succeed and taught him practical applications for the real world. With his success as a business owner he said he felt "it was the

right thing to do" to help those less fortunate than himself. Typically nearly 70% of students

enrolled at Northeast State Community College need some form of financial aid assistance

(Lyon, 2010). Mr. A acknowledged wanting to be part of students' success by helping those who

"were really trying hard" and needed a little help for a "second chance."

As chairperson of a committee and an involved board member Mr. A disclosed that he

enjoys giving his time and service to the board. He related his belief in what Northeast State

Community College is doing to prepare students for the work force and the world. He pointed

out that by serving on the board, he has the opportunity to effect change and improve the quality

of the institution. Organizations must change with the external environment to remain

competitive and Mr. A noted he was able to assist with major decisions to enhance Northeast

State Community College. By his remarks, it was found that Mr. A not only gives money but he

also contributes his time; for a successful businessman the gift of time can be a significant

contribution.

Faculty Member

Mr. F acknowledged his passion for teaching and helping students succeed. He stated

that he gives to Northeast State Community College because he likes to "improve things." With

that remark he was referring to the scenario of bettering a student's education through

scholarships and relieving the burden of an unmet tuition need. He expressed he did not need a

fancy car or a bigger home--he preferred to help students succeed. Mr. F has been teaching since

1993. He spoke of his investment in students' success as well as his interest in building the

engineering program at Northeast State Community College.

114

Mr. F said although he attends church, he is a "bigger believer in higher education" and the path of success it offers, stating that his "10% [tithe] goes to higher education because it is more broadly based and can do the most good to help our overall global community."

Mr. F's other reason for contributing was pragmatic in nature. He noted that his daughter was no longer living at home and was currently attending college on scholarships; therefore, money saved for her education could be used for other purposes. Mr. F explained that when his daughter left for college, his savings increased significantly each month. Because his spending needs were decreasing, he decided to increase his giving. He made a decision to continue adding to the engineering scholarships and the general fund at Northeast State Community College.

Individual Contributor

When asked why he contributed large sums to Northeast State Community College, Mr. N simply said, "I believe in the institution." That was the main reason given. He pointed to the quality of all aspects of the institution and its purpose for students and the community. He observed being mostly impressed with the 90% job placement rate at Northeast State Community College. Mr. N acknowledged that the 90% statistic was "remarkable and vitally important because if students cannot find a job, then the degree is immaterial."

Mr. N said he was impressed that Northeast State Community College is a regional institution that services the five surrounding counties. He said he likes the facet of "taking people who are interested in getting education past high school and making them productive in the workforce." He also considered an important component of Northeast State Community College was giving residents the opportunity for a second chance in education. He said he realizes that despite what might have interrupted someone's education (family, money, etc),

Northeast State Community College welcomes and nurtures those students returning to the classroom. Mr. N admitted having a special interest in nontraditional students and said he has often given specifically to this group because of their hard work and the importance they place on education.

Mr. N said he gives to higher education because "students are our future" and "educating students is critically important" for the future of the world. Mr. N also acknowledged his gratification in attending Northeast State Community College meetings and hearing students tell success stories about how he (or other donors) provided an opportunity through scholarship dollars that they otherwise would not have had. Concerning community college students specifically, Mr. N remarked, "These students are the ones who really want to learn, who really want to soak up information, and who want to make a difference in their lives; it is rewarding to be a part of that."

After stating that "civic projects are a barometer of community pride," Mr. N went on to explain that Northeast State Community College is a worthwhile civic project that not only helps students who attend but also helps the region as a whole. He added, "A community will support an effort of this magnitude." In addition to wanting to help the college grow and continue to succeed, Mr. N restated his desire to "contribute to meaningful projects that the community buys into" and he acknowledged that Northeast State Community College was one of those projects.

Corporate Representative

Mr. C's corporation has shown its philanthropic nature to the entire region since its beginning almost 100 years ago. Mr. C. said the company gives to organizations and causes that its employees value, and in this case "they value higher education." Several employees attend

Northeast State Community College and the company wants to be involved with opportunities

for their employees. Specific to Northeast State Community College, the company wants to

provide an opportunity to students who may otherwise not be able to attend college. Mr. C said

the corporation recognizes value in educating the citizens of the region and, in some instances,

providing a qualified applicant pool for new hires.

Mr. C explained the process and steps taken by those in the corporation when making

decisions regarding contributions. In order to give money, company officials first entertain a

proposal and then use predetermined assessment measures as to the impact and potential results

of the contribution. They also ascertain whether they are already giving to the proposed

organization. If they are currently giving to a particular project, they might reject a new proposal

from the same organization. Because the corporation is not affected by economic downturns, the

company consistently gives $3 million every year. Consequently, in good economic times they

do not give more and in bad times they do not give less. Mr. C explained that whenever one

project ends it opens the door for new proposals; this strategy also plays a part in determining

where and how much to give. Using Northeast State Community College as an example, Mr. C

said the company began several endowments where they incurred an initial cost but the

scholarship lasts into perpetuity by expending the annual earnings. The company officials

acknowledge the value in providing sustainability to Northeast State Community College

because of its growth and the success it has proven to the community.

Mr. C stated he personally gives to Northeast State Community College because he is a

first-generational student and he wants to provide that same opportunity for others. He said he

considered himself blessed and was honored to help those who want to better themselves with

education. He added that Northeast State Community College provides the building blocks necessary in life to build confidence and instill practical applications for the real world.

Mr. C also expressed joy in seeing the success of students. He recalled attending a reception in October 2011 where students and donors had the opportunity to meet each other. He wanted to hear their stories, celebrate with them, and see first-hand results of his contributions. Mr. C said he has been pleased with the quality of students who attend and graduate from Northeast State Community College. He stressed that early success shapes students; success "feeds on itself" and community colleges are leading the way in this effort.

In general, all four participants said it made them feel good to give to Northeast State Community College. They all agreed that giving to Northeast State Community College brought meaning to their lives and made it seem as if they were doing something worthwhile. They all commented on what motivates them to give and they all stated what they like about Northeast State Community College.

One emerging theme was that Northeast State Community College is the conduit for those who need a second chance. The participants also recognized the need for job-specific skills in the workplace and placed a high value on Northeast State Community College's mission.

All participants said they looked forward to hearing students' success stories and found it gratifying to be part of that success whether it was serving on the board (Mr. A , Mr. C, and Mr. N) or as a teacher in the classroom (Mr. F). They also liked the idea of providing second-chance opportunities to those students who never thought they would be able to attend, much less afford, college.

In some form or fashion, all participants reasoned that education and students are our future. They expressed a desire to not only help students now, but they also wanted to contribute to Northeast State Community College to prepare the leaders of tomorrow.

As much as they enjoyed celebrating individual growth in students, they were also interested in seeing large-scale results from their gifts; this reflects another culminating reason for giving. Northeast State Community College provides a quality education to prepare the workforce in the region in which they all live.

Conclusions From Research Question 2

The second research question was "What life experiences led to the desire for the donor to give money to Northeast State Community College?" Based on interviews with the four participants, the conclusions from this research question are presented in this section.

Alumni Representative

Mr. A said that listening to his grandfather and watching his grandmother while he was growing up had a profound influence on his later desire to give and share his earnings with others. He recalled his grandfather was always telling him if he had any extra money, he should use it to help someone. Likewise he said his grandmother was always offering her time to the church and had a warm heart for giving.

Mr. A claimed he has no strategy in giving, and his past giving record would indicate as such. He said it was simply ingrained in him to give when he could and help when people needed it. Therefore his philosophy became to give when he was touched by a situation or whenever, as he said, "it was the right thing to do." He related helping employees through

119

seemingly desperate situations and providing money when he did not have much to spare by maintaining that the Lord has blessed him, and it is his duty to give back. He acknowledged being blessed through his family and experiences at church and said he carries this responsibility with him each day.

Faculty Member

Mr. F referenced his initial memories of giving back to his time as a paper boy. He claimed he became very service oriented to please his customers. He wanted to make sure he put the newspaper exactly where they specified, whether it was the mailbox, the door, or another location. He became very good at it and was awarded for his hard work and dedication to the paper route. Mr. F said he believes the paper route started his giving, "not monetarily of course," but it was the beginning of giving back to others.

Mr. F credited his morals, character, and his work ethic to his mother. She was a single mother raising four sons; when looking back he admitted not knowing how she kept it all together. He said he respected his mother and always wanted to please her. He considered that working hard, earning his keep, and giving to others is what his mother would have wanted him to do.

Another instance that shaped Mr. F as a philanthropist was based on giving blood at Northeast State Community College. His engineering club members had begun giving blood and saving the money they were given. When the tragedy of 9/11 occurred Mr. F decided to start an endowment with his savings. He admitted being fascinated that he could start a scholarship that would last into perpetuity, long after him. Indeed the scholarship meant even more to him when it was named after a classroom student who lost his life suddenly and unexpectedly.

120

Individual Contributor

Mr. N, without hesitation, announced that it was his family's deep-rooted philanthropic nature that shaped him as a philanthropist. He watched his family's commitment in the community while growing up and at an early age he became involved in giving back. For example, his parents and grandparents were instrumental in starting the first hospital in the region and were also involved in the local airport. He grew up watching philanthropy take place in his own home.

However, Mr. N's first noteworthy encounter with giving back occurred when he returned from the Navy and started working on the local United Way campaign. This is where he said he got his first taste of providing meaningful work and dollars to a good cause. He moved up the chain of command and one day chaired the local campaign. Midway through his journey with United Way, Mr. N confessed, "I began to feel good about myself and what I could do [for others]."

Corporate Representative

Mr. C spoke mostly of the personal experiences that shaped him as a philanthropist because he could not account for the experiences of others in the company before his time. As an entity, the company basically gives to organizations that its employees' value.

Mr. C said he admired his father because he worked a full-time job and a couple of part-time jobs just to put food on the table yet he was still able to give time to the community. He spoke about how the majority of his external giving was to his church; this reflected his upbringing. Mr. C explained that he is a very private person concerning his giving, so I could not garner specific instances that shaped his character. While those personal experiences do

exist, I respected his wishes not to publish them. He did reveal that his most memorable

instances of giving were to individuals in need and, more than likely, they did not even know it

was Mr. C who helped them. In my opinion Mr. C's character reflects a sense of humbleness

and joy in helping altruistically without wanting or expecting anything in return.

The theme of Family emerged as a life experience that greatly influenced and shaped the

participants into becoming philanthropists. Although the family's influence meant volunteering

in most instances, it was still those childhood memories that motivated them in their later

decisions to contribute in so many ways.

Findings Related to Theories of Giving

Servant Leadership

Findings showed that Mr. F most closely related to the theory of servant leadership (see

Chapter 2 discussion, p. 40). Clearly, all the participants were servants in donating both their

time and money to Northeast State Community College, but it is Mr. F who was adamant about

the nature of servant leadership without even saying so. He persistently spoke about how his

mother instilled work ethics in him. His words and actions signified his desire to earn and then

give away. He stated he does not want a nice car or big house; rather he prefers to help others

with his earnings because, as he said, he gets "more out of giving than taking."

Stretch Gifts

Stretch gifts (see Chapter 2 discussion, p. 20) are donations given by individuals who in

giving the gift will not be able to live at the same lifestyle level as before they gave the gift

(Beatty, 2006, p. 1). Mr. A provided examples showing he gave when he did not have the means

to give. He provided for needy employees when his company was just getting off the ground and he was not making profits. Mr. F shows by example that he does not need fancy worldly-goods to survive. His gifts might not be considered stretch gifts, but that is only because he refuses to spend much on personal material items.

Transformational Leadership

Mr. N, in my opinion, is a transformational leader (see Chapter 2 discussion, p. 41). He gave one of the founding endowment gifts to start the Northeast State Community College Foundation and has stayed involved to ensure its sustainability and success for the future. Other endeavors by Mr. N, outside of Northeast State Community College, have not only shaped him as a philanthropist, but have been transformational for the region.

Mr. C has had the opportunity to make significant contributions through his company to various organizations. For Northeast State Community College alone, his company has gifted $5 million in the last 5 years. When a corporation has the capacity to give and chooses to do so, I believe that it shows transformational leadership on the company's behalf.

Maslow's Hierarchy of Needs

Findings reflect that all the participants could relate to the belonging-love, esteem, and potentially even the self-actualization levels on Maslow's (1970) Hierarchy of Needs chart (see Chapter 2 discussion, p. 43). All participants commented that it made them feel good to give. Each donor relayed that the act of giving generated meaning for his life; this "meaning" could translate into a sense of belonging. The esteem factor was found when Mr. N said it was gratifying to listen to success stories and Mr. A stated it felt better to give than to get. All

participants said they respect and agree with the mission of Northeast State Community College and that the staff members, in turn, respect them as contributors. Self-actualization has been defined in several ways and it can vary among individuals. However, findings show that at some point all participants reached self-actualization. They acknowledged their motivations for giving, their background showed they had the moral character to give, and one participant said he wanted to "create a magical moment for the future, whether it was for students, the community, or our global nation."

Recommendations to Improve Research Study

Based on the findings from this study the following suggestions are made that could improve and enhance a study concerning aspects that motivate philanthropists to give to community colleges:

- Add female participants--The participants in this study were men. It might be interesting to hear stories from female philanthropists to understand why they made donations to Northeast State Community College.

- Add more participants to increase the sample size of the study. More participants provides more viewpoints as to why donors give to NeSCC and would either confirm what the current four stated or increase the motivations for giving.

- Add more categories of participants--(a) student donor, (b) planned-giving donor, (c) first-time donor, (d) staff-administrator (not just faculty), or (e) parent donor. By adding more categories, it would broaden the perspectives of giving. It would be interesting to listen to a student's perspective versus a parent's perspective.

- Interview philanthropists who contributed to higher education institutions other than Northeast State Community College. It would be interesting to understand their motivations for higher education in general.

- Interview people who once gave to Northeast State Community College but no longer do so. By interviewing donors who no longer give, it might be interesting to learn motivations for not giving.

- Conduct a survey of the donor base to get a broader view of general tendencies and reasons for giving. A survey provides a way to reach a larger audience than interviewing.

- Form a focus group of donors and select them as categorized in this study (i.e. alumni focus group, faculty focus group, etc.). When donors are together, they might trigger ideas or memories as to what shaped them as philanthropists.

Recommendations for Future Research

Although I enjoyed what I learned from my research and my interviews with participants, I would make several recommendations to help those interested in conducting future studies regarding philanthropy in higher education.

- This study should be replicated concerning other higher education institutions to gain a richer knowledge of a select few of their donors.

- This study should be replicated concerning any nonprofit organization looking to better understand a select few of their donors.

- Research should be conducted into the impact on students and the organizations when donors make a significant contribution.

- A quantitative study should be conducted to better understand a donor base in general as opposed to the focused nature of the qualitative interviews.

- A mixed-methods research study should be conducted combining the current study and the quantitative study above to gain a general perspective and a focus perspective.

- A qualitative research study should be conducted asking donors under what circumstances they would give again or under what circumstances they would give a significant gift.

Recommendations for Future Practice

This qualitative study is only intended to provide information regarding the four participants interviewed. This study cannot be generalized or used for practice with other institutions. However, the study can be replicated for others to use.

I found that while my written dissertation may be complete, I will continue to interview donors and prospects to learn about their stories and why they give to Northeast State. This dissertation will continue as an extension of my job responsibilities.

Final Conclusions

I thoroughly enjoyed conducting this qualitative research study. As the executive director of the foundation at NeSCC, I learned invaluable information that will influence my donor cultivations and stewardship. All participants enjoy working with and helping students but in very different ways. I am eager to learn more about them as well as other donors at NeSCC.

REFERENCES

Arboretum Foundation. (2011). *Mission and vision*. Retrieved from
        http://www.arboretumfoundation.org.

Bailey, T., Jaggars, S., & Jenkins, D. (2011). *Introduction to the CCRC assessment of evidence
        series.* New York, NY: Columbia University Community College Research Center.

Baldwin, K. (2008). *How reciprocity influences alumni giving: A qualitative study*. Doctoral
        project at the University of Alabama, Tuscaloosa. .

Barbara Bush Foundation for Family Literacy. (2011). *About us*. Retrieved from
        http://www.barbarabushfoundation.com.

Bass, D. (2009). College fundraising: Is there a "new normal"? *Association of Governing
        Boards of Universities and Colleges,* 17. Retrieved July from http://www.agb.org.

Beatty, S. (2007). Giving till it hurts. *The Wall Street Journal* [Online]. Retrieved from
        http://www.wsj.com.

Bhagat, V., Loeb, P., & Rovner, M. (2010). *The next generation of giving: A study on the
        multichannel preferences and charitable habits of generation Y, generation X, baby
        boomers, and matures.* Austin, TX: Convio.

Bill and Melinda Gates Foundation. (2011). *Our commitment to grantees: Strengthening
        partnerships*. Retrieved from http://www.gatesfoundation.org.

Boulding, K. (1992). Notes on theory of philanthropy. In F. Dickenson (Ed.), *Philanthropy and
        public policy book (*pp. 57-72). Cambridge, MA: National Bureau of Economic
        Research.

Boverini, L. (2006). When venture philanthropy rocks the ivory tower. *International Journal of
        Educational Advancement, 6,* 84-106.

Browar, L., & Streit, S. (2003). Mutually assured survival: Library fund-raising strategies in a
changing economy. *Library Trends, 52,* 69-86.

Brower, B. (2001). *The new philanthropists and the emergence of venture philanthropy*.
        Washington, DC: CSIS Press.

Burkhardt, J. (2007). Transformational giving and its relationship to the emerging roles of
        public college and universities. *International Journal of Educational Advancement,* 7,
        155-164.

Burns, J. (1978). *Leadership*. New York, NY: Harper & Row.

Business Dictionary. (2011). [Online Edition]. Retrieved from
     http://www.businessdictionary.com/.

Campbell, D., & Fiske, D. (1959). *Convergent and discriminate validation by the mulitrait-multimethod matrix.* Psychology Bulletin. Vol. 56, p. 81-105.

Center of Philanthropy (2011). *Understanding donor Motivations for Giving*, NY.

Center of Philanthropy at Indiana University (2007). *Patterns of Household Charitable Giving by Income Group*. Prepared by Google.

Center of Philanthropy at Indiana University. (2008). *An analysis of million dollar gifts: January 2000-September 2007:* NY.

Cohen, R. (2009) Recession dampening corporate giving. Philanthropy Journal Website, North Carolina State University. Retrieved from
     http://www.philanthropyjournal.org/news/recession-dampening-corporate-giving.

Cook, W. (1997). Surveying the major gifts literature: Observations and reflections. *Nonprofit Management and Literature, 7,* 333-347.

Coombs, J., Christensen, L. & Shipp, A. (2008). Entrepreneurs as change agent: Antecedents and moderators of individual-level philanthropic behavior. *Frontiers of Entrepreneurship Research*, *28,* 2-4

Council for Advancement and Support of Education (2004). *Select Government Matching Fund Programs: An Examination of Characteristics and Effectiveness.* CASE, NY.

Croson, R. (2007). Theories of commitment, altruism and reciprocity: Evidence from linear public goods games. *Economic Inquiry, 45,* 2.

Dagher, V. (2011). How to raise a philanthropist. *The Wall Street Journal* [Online]. Retrieved from http://www.online.wsj.com.

Dell Corporation. (2011). *Giving and communities*. Retrieved July 14, 2011, from
     http://www.dell.com.

Denzin, N. (1970). *The research act on sociology.* Chicago, IL: Aldine.

Denzin, N. (2005). *Sage handbook of qualitative research*. (3rd ed.). Thousand Oaks,CA: Sage.

Design Shack. (2011) Retrieved from http://www.designshack.net

Donnan, S. (2007). Philanthropy? He wrote the book. *The Financial Times*. P. 16.

Drenzer, N. (2006). Recessions and tax-cuts: Economic cycles' impact on philanthropy, and higher education. *International Journal of Educational Advancement, 6,* 289-305.

East Tennessee State University. (2011). *ETSU foundation*. Retrieved from
http://www.etsu.edu/alumni/foundation

Encyclopedia of World Biography (2011).

Fabricant, S. (1961). An economist's view of philanthropy. *Proceedings of the American Philosophical Society, 105,* 162-166.

Fall Convocation. (2011). *Northeast State Community College*. Speech by President Janice H. Gilliam.

Famous Quotes. (2011) Henry David Thoreau. Retrieved from http://www.1-famous-quotes.com/quote/1151325

Flahaven, B., & Glover, T. (2010). *Community college foundations: An analysis of a survey conducted by the council for advancement and support of education*. New York, NY: CASE.

Fleishman, J. (2007). *The foundation: How private wealth is changing the world*. Washington, DC: Library of Congress.

Ford Foundation. (2011). Grants and fellowships. Retrieved from http://www.fordfoundation.org.

Freidman, M. (1982). *Capitalism and freedom*. Chicago, IL: University of Chicago Press.

Genzuk, M. (1999). *A synthesis of ethnographic research*. Los Angeles, CA: University of Southern California Rossier School of Education,.

Gibbs, G & Taylor, C. (2010). *How and what to code*. University of Hiddersfield. Retrieved from http://onlineqda.hud.ac.uk.

Giving USA Foundation. (2011). *The annual report on philanthropy for the year 2010*. University of Indiana, Bloomington: Center on Philanthropy.

Goleman, D. (1997). *Emotional intelligence*. New York, NY: Bantam Books.

Grace, K., & Wendroff, A. (2001). *High impact philanthropy: How donors, boards, and nonprofit organizations can transform communities*. New York, NY: John Wiley & Sons.

Greenleaf, R. (1977). *Servant-leadership: A journey into the nature of legitimate power and greatness*. New York, NY: Paulist Press.

Groundwater-Smith, S. & Campbell, A. (2007). *An ethical approach to practitioner research*. New York, NY: Routledge.

Guion, L. (2002). *Triangulation: Establishing the validity of qualitative studies*. Gainesville, FL: University of Florida.

Hahn, C. (2008). *Coding qualitative data*. Doing qualitative research using your computer. Retrieved from http://qrtips.com/coding.htm.

Health Resources and Services Administration. (2011). Grants. Retrieved from http://www.hrsa.gov.

House, R. (1976). A 1976 theory of charismatic leadership. *Leadership: The cutting edge*. Carbondale, IL: Southern Illinois University Press.

Huitt, W. (2007). Maslow's hierarchy of needs. *Educational Psychology Interactive.* Valdosta, GA. Retrieved from http://www.edpsycinteractive.org/topics/regsys/maslow.html.

Janesick, V. (2010). *Oral history for the qualitative researcher*. New York, NY: Gildford Press.

Jick, T. (1979). Mixing qualitative and quantitative methods: Triangulation in action. *Administrative Science Quarterly, 24,* 602.

Katz, S. (2007). Philanthropy's new math. *The Chronicle of Higher Education. 52,* B6.

Kaufman, D., & Williams, E. (2011). Giving millennials a seat at the table. *Association of Fundraising Professionals*. Retrieved from http://www.aftnet.org.

Keller, G. (2007). Servant leadership: A strategy for philanthropy. *Servant Leadership Research Roundtable*. School of Global Leadership and Entrepreneurship, Regent University. Retrieved from http://www.www.regent.edu.

Kerr, C. (2001). *The uses of the university* (5th ed.). Cambridge, MA: Harvard University Press.

Kramer, M. (2002). Will venture philanthropy leave a lasting mark on charitable giving?. *The Chronicle of Philanthropy*. Retrieved from http://philanthropy.com/premium/articles

Lampman, J. (2007). Turning wealth into good works. *The Christian Science Monitor*. Retrieved from http://www.csmonitor.com.

Lewis-Beck, M., Bryman, A., & Liao, T. (2004). *Sage encyclopedia of social science research methods* (3rd ed.). Thousand Oaks, CA: Sage.

Luttrell, W. (Ed.). (2009). *Qualitative educational research: Readings in reflexive methodology and transformative practice*. New York, NY: Routledge.

Lyon, C. (2011). *Northeast State Community College scholarship committee meeting minutes*. June 7, 2011, Blountville, Tennessee.

Make-A-Wish Foundation. (2011). *About us*. Retrieved from http://www.wish.org.

Marcy, M. (2001). How to reach the new donors. *The Chronicle of Higher Education, 47,* B13.

Maslow, A. (1970). *Motivation and personality* (2nd ed.). New York, NY: Harper & Row.

Mayer, J. (2008). Human abilities: Emotional intelligence. *The Annual Review of Psychology*. Retrieved from http://www.psych.annualreviewsorg.

Merriam-Webster. (2011). *Online dictionary*. Retrieved from http://www.merriam-webster.com/.

National Endowment for the Arts. (2011). Art works. Retrieved from http://www.nea.gov.

Northeast State Community College. (2011). *Foundation*. Retrieved from http://www.northeaststate.edu.

Northeast State Community College Foundation. (2011). *Northeast State Community College foundation policies and procedures*. Retrieved from http://www.northeaststate.edu/Foundation_Docs/NSCCFPoliciesProceduresManual.pdf.

Northeast State Community College Website. (2012). Retrieved from http://www.northeaststate.edu/default.asp?DocumentID=2529.

Northouse, P. (2004). *Leadership theory and practice* (3rd ed.). Thousand Oaks, CA: Sage.

Partnership for Philanthropic Planning. (2011). Retrieved from http://www.pppnet.org.

Peeples, Y (2010). Philanthropy and the curriculum: The role of philanthropy in the development of curriculum at Spelman College. *International Journal of Educational Advancement, 10,* 245-260.

Pellissippi State Community College. (2011). *Connecting communities, changing lives*. Retrieved from http://pstcc15.pstcc.edu/campaign/reasons.html.

Porter, M., & Kramer, M. (2002). The competitive advantage of corporate philanthropy. *Harvard Business Review*. Cambridge, MA: Harvard Business School.

Porter, M., & Kramer, M. (2003). How philanthropy can give you the edge. *The Australian Financial Review,* 50-51. Retrieved from http://www.lexisnexis.com.

Productivity Push: System-wide reform allows Arizona to serve more students. (2010). *Lumina Foundation Focus Magazine* [Online]. Retrieved from http://www.luminafoundation.org/publications/focus.html.

Pulley, J. (2002). Private giving to colleges surpassed expectations in 2000-2001. *The Chronicle of Higher Education,* A24.

Raymond, S. (2011, July/August). The young and the relentless: Expectations of the next generation of philanthropy and nonprofit leaders. *Advancing Philanthropy,* 57-61.

Robert Wood Johnson Foundation. (2011). About RWJF. Retrieved from http://www.rwjf.org/

Rowland, K. (2006). College fundraiser looks past money. *The Washington Times*, C15. Retrieved from http://www.lexixnexis.com.

Russell, P. (2011). Fundraisers predict 4.7 percent increase in giving for 2010-11, 5.5 percent for the year ahead. *Council for the Advancement of Education*. Retrieved, from http://www.case.org.

Schervish, P., O'Herlihy, M., & Havens, J. (2002). Charitable giving: How much, by whom, to what, and how? In W. Powell & R. Steinberg (Eds.), *Nonprofit sector: A research handbook* (pp. 542-567). Boston, MA: Yale Press.

Schultz, W. (2009). Philanthropy transformed: Emerging change and changes in charities. *Journal of Future Studies, 12,* 1-18.

Silverman, R. (2004). Giving by affluent is less generous on basis of assets. *Wall Street Journal* [Online]. Retrieved from http://www.wsj.com.

Slambrouck, P. (1999). American charities tap new wells of philanthropy. *Christian Science Monitor* [Online]. Retrieved from http://www.csmonitor.com/1999/0219/p2s2.html.

Smith, H. (1975). *Strategies of social research: The methodological imagination*. Englewood Cliffs, NJ: Prentice-Hall.

Spears, L. (2011). Principles of servant leadership. Retrieved from http://www.bhamcropwalk.org/SLLeadership.htm

Speedway Children's Charities. (2011). *Bristol chapter*. Retrieved from http://www.bristol.speedwaycharities.org.

Stannard-Stockton, S. (2011). Why do people give to charity? *Stanford Social Innovation Review*. Retrieved blog from http://www.www.ssireview.org.

Strickland, S. (2007). Partners in writing and rewriting history: Philanthropy and higher education. *International Journal of Educational Advancement, 7,* 104-116.

Summers, K. (2006). D.C. charity specializes in donations of the intangible: Professionals enlisted for free consulting to new nonprofits. *The Washington Times*, pg. B01. Retrieved from http://www.lexisnexis.com.

Susan G. Komen Foundation. (2011). *Race for the cure*. Retrieved from http://www.komen.org.

Tennessee Department of Education. (2011). *Programs*. Retrieved from http://www.tn.gov/education/

Thomas, A. (2011). How capitalism can change the face of giving. *National Times AU*. Retrieved from http://www.smh.com.au.

Trochin, W. (2006). *Qualitative validity*. Research Methods Knowledge Base. Retrieved from http://www.socialresearchmethods.net.

U.S. Census. (2011). *Quick facts by county*. Retrieved, from http://www.census.gov.

United States Department of Education. (2011). Retrieved from http://www.ed.gov.

United Way of Greater Kingsport. (2011). *Education, income, health*. Retrieved from
http://www.uwaykpt.org/

Walmart Corporate. (2011). *Community and giving*. Retrieved from
http://www.walmartstores.com/communitygiving.

Walton, A. (2005). *Women and philanthropy in higher education*. Bloomington, IN: University
Press.

Webster, L., & Mertova, P. (2007). *Using narrative inquiry as a research method: An
introduction to using critical event narrative analysis in research on learning and
teaching*. New York, NY: Routledge.

Williams, A. (2009). *Planting the seed: An examination of individual donor cultivation at an
art museum.* University of Oregon Scholar's Bank. Retrieved from
http://hdl.handle.net/1794/9371.

Wilson, L. (2005). *Highlights of emotional intelligence: Excerpts and comments from Daniel
Goleman.* Retrieved from http://www.uwsp.edu/education/lwilson/learning/emot.html.

Wright, J. (2011). Gratitude, giving and generosity: Part of emotional intelligence. *Emotional
Intelligence Weblog*. Retrieved from
http://www.emotionalintelligence333.wordpress.com

APPENDIX A

U.S. Census Quick Facts on the Counties NeSCC Serves

Carter County

People Quick Facts		Carter County	Tennessee
ⓘ	Population, 2010	57,424	6,346,105
ⓘ	Population, percent change, 2000 to 2010	1.2%	11.5%
ⓘ	Population, 2000	56,740	5,689,276
ⓘ	Persons under 5 years old, percent, 2009	5.1%	6.8%
ⓘ	Persons under 18 years old, percent, 2009	19.2%	23.7%
ⓘ	Persons 65 years old and over, percent, 2009	15.8%	13.4%
ⓘ	Female persons, percent, 2009	49.9%	51.3%
ⓘ	White persons, percent, 2010 (a)	96.4%	77.6%
ⓘ	Black persons, percent, 2010 (a)	1.3%	16.7%
ⓘ	American Indian and Alaska Native persons, percent, 2010 (a)	0.2%	0.3%
ⓘ	Asian persons, percent, 2010 (a)	0.3%	1.4%
ⓘ	Native Hawaiian and Other Pacific Islander, percent, 2010 (a)	Z	0.1%
ⓘ	Persons reporting two or more races, percent, 2010	1.2%	1.7%
ⓘ	Persons of Hispanic or Latino origin, percent, 2010 (b)	1.5%	4.6%
ⓘ	White persons not Hispanic, persons, 2010	95.5%	75.6%
ⓘ	Living in same house 1 year ago, pct 1 yr old & over, 2005-2009	85.2%	83.3%
ⓘ	Foreign born persons, percent, 2005-2009	0.9%	4.1%
ⓘ	Language other than English spoken at home, pct age 5+, 2005-2009	2.0%	5.9%

	Carter County	Tennessee
High school graduates, percent of persons age 25+, 2005-2009	76.2%	81.8%
Bachelor's degree or higher, pct of persons age 25+, 2005-2009	13.8%	22.4%
Veterans, 2005-2009	5,838	508,005
Mean travel time to work (minutes), workers age 16+, 2005-2009	22.5	23.7
Housing units, 2009	27,665	2,780,857
Homeownership rate, 2005-2009	72.6%	69.7%
Housing units in multi-unit structures, percent, 2005-2009	12.9%	18.2%
Median value of owner-occupied housing units, 2005-2009	$90,300	$128,500
Households, 2005-2009	23,729	2,412,567
Persons per household, 2005-2009	2.42	2.49
Per capita money income in past 12 months (2009 dollars) 2005-2009	$17,567	$23,557
Median household income, 2009	$29,854	$41,715
Persons below poverty level, percent, 2009	23.6%	17.2%

Business QuickFacts	Carter County	Tennessee
Private nonfarm establishments, 2008	758	136,585[1]
Private nonfarm employment, 2008	9,916	2,492,746[1]
Private nonfarm employment, percent change 2000-2008	-0.8%	4.3%[1]
Nonemployer establishments, 2008	3,412	453,314
Total number of firms, 2007	3,938	545,469
Black-owned firms, percent, 2007	S	8.4%
American Indian and Alaska Native owned firms, percent, 2007	F	0.5%
Asian-owned firms, percent, 2002	F	1.6%
Native Hawaiian and Other Pacific Islander owned firms, percent, 2007	F	0.1%

	Carter County	Tennessee
Hispanic-owned firms, percent, 2007	S	1.6%
Women-owned firms, percent, 2007	16.2%	25.9%
Manufacturers shipments, 2007 ($1000)	296,682	140,447,760
Merchant wholesaler sales, 2007 ($1000)	34,983	80,116,528
Retail sales, 2007 ($1000)	461,274	77,547,291
Retail sales per capita, 2007	$7,826	$12,563
Accommodation and food services sales, 2007 ($1000)	41,911	10,626,759
Building permits, 2009	106	15,005
Federal spending, 2008	436,785	58,672,276[1]

Geography QuickFacts	Carter County	Tennessee
Land area, 2000 (square miles)	341.05	41,217.12
Persons per square mile, 2010	168.4	154.0
FIPS Code	019	47
Metropolitan or Micropolitan Statistical Area	Johnson City, TN Metro Area	

Johnson County

People QuickFacts	Johnson County	Tennessee
Population, 2010	18,244	6,346,105
Population, percent change, 2000 to 2010	4.3%	11.5%
Population, 2000	17,499	5,689,276
Persons under 5 years old, percent, 2009	5.0%	6.8%
Persons under 18 years old, percent, 2009	18.0%	23.7%
Persons 65 years old and over, percent, 2009	17.4%	13.4%
Female persons, percent, 2009	45.9%	51.3%
White persons, percent, 2010 (a)	96.2%	77.6%
Black persons, percent, 2010 (a)	2.1%	16.7%
American Indian and Alaska Native persons, percent, 2010 (a)	0.2%	0.3%
Asian persons, percent, 2010 (a)	0.2%	1.4%
Native Hawaiian and Other Pacific Islander, percent, 2010 (a)	Z	0.1%
Persons reporting two or more races, percent, 2010	1.0%	1.7%
Persons of Hispanic or Latino origin, percent, 2010 (b)	1.5%	4.6%
White persons not Hispanic, persons, 2010	95.2%	75.6%
Living in same house 1 year ago, pct 1 yr old & over, 2005-2009	89.5%	83.3%
Foreign born persons, percent, 2005-2009	1.1%	4.1%
Language other than English spoken at home, pct age 5+, 2005-2009	2.1%	5.9%
High school graduates, percent of persons age 25+, 2005-2009	69.1%	81.8%
Bachelor's degree or higher, pct of persons age 25+, 2005-2009	10.4%	22.4%
Veterans, 2005-2009	1,732	508,005
Mean travel time to work (minutes), workers age 16+, 2005-2009	26.5	23.7

Housing units, 2009	8,593	2,780,857
Homeownership rate, 2005-2009	77.2%	69.7%
Housing units in multi-unit structures, percent, 2005-2009	7.4%	18.2%
Median value of owner-occupied housing units, 2005-2009	$94,400	$128,500

Households, 2005-2009	7,290	2,412,567
Persons per household, 2005-2009	2.29	2.49
Per capita money income in past 12 months (2009 dollars) 2005-2009	$16,605	$23,557
Median household income, 2009	$27,312	$41,715
Persons below poverty level, percent, 2009	31.9%	17.2%

Business QuickFacts	Johnson County	Tennessee
Private nonfarm establishments, 2008	258	136,585[1]
Private nonfarm employment, 2008	2,764	2,492,746[1]
Private nonfarm employment, percent change 2000-2008	4.0%	4.3%[1]
Nonemployer establishments, 2008	1,262	453,314

Total number of firms, 2007	1,364	545,469
Black-owned firms, percent, 2007	F	8.4%
American Indian and Alaska Native owned firms, percent, 2007	F	0.5%
Asian-owned firms, percent, 2002	F	1.6%
Native Hawaiian and Other Pacific Islander owned firms, percent, 2007	F	0.1%
Hispanic-owned firms, percent, 2007	F	1.6%
Women-owned firms, percent, 2007	16.2%	25.9%

Geography QuickFacts	Johnson County	Tennessee
Manufacturers shipments, 2007 ($1000)	118,206	140,447,760
Merchant wholesaler sales, 2007 ($1000)	D	80,116,528
Retail sales, 2007 ($1000)	93,196	77,547,291
Retail sales per capita, 2007	$5,156	$12,563
Accommodation and food services sales, 2007 ($1000)	6,610	10,626,759
Building permits, 2009	2	15,005
Federal spending, 2008	169,450	58,672,276[1]
Geography QuickFacts	**Johnson County**	**Tennessee**
Land area, 2000 (square miles)	298.47	41,217.12
Persons per square mile, 2010	61.1	154.0
FIPS Code	091	47
Metropolitan or Micropolitan Statistical Area	None	

Sullivan County

People QuickFacts	Sullivan County	Tennessee
Population, 2010	156,823	6,346,105
Population, percent change, 2000 to 2010	2.5%	11.5%
Population, 2000	153,050	5,689,276
Persons under 5 years old, percent, 2009	5.5%	6.8%
Persons under 18 years old, percent, 2009	20.9%	23.7%
Persons 65 years old and over, percent, 2009	18.2%	13.4%
Female persons, percent, 2009	51.8%	51.3%
White persons, percent, 2010 (a)	95.1%	77.6%
Black persons, percent, 2010 (a)	2.1%	16.7%
American Indian and Alaska Native persons, percent, 2010 (a)	0.3%	0.3%
Asian persons, percent, 2010 (a)	0.6%	1.4%
Native Hawaiian and Other Pacific Islander, percent, 2010 (a)	Z	0.1%
Persons reporting two or more races, percent, 2010	1.3%	1.7%
Persons of Hispanic or Latino origin, percent, 2010 (b)	1.5%	4.6%
White persons not Hispanic, persons, 2010	94.4%	75.6%
Living in same house 1 year ago, pct 1 yr old & over, 2005-2009	84.7%	83.3%
Foreign born persons, percent, 2005-2009	1.5%	4.1%
Language other than English spoken at home, pct age 5+, 2005-2009	2.6%	5.9%
High school graduates, percent of persons age 25+, 2005-2009	81.8%	81.8%
Bachelor's degree or higher, pct of persons age 25+, 2005-2009	19.6%	22.4%

	Sullivan County	Tennessee
ⓘ Veterans, 2005-2009	15,631	508,005
ⓘ Mean travel time to work (minutes), workers age 16+, 2005-2009	20.1	23.7
ⓘ Housing units, 2009	74,638	2,780,857
ⓘ Homeownership rate, 2005-2009	75.0%	69.7%
ⓘ Housing units in multi-unit structures, percent, 2005-2009	12.6%	18.2%
ⓘ Median value of owner-occupied housing units, 2005-2009	$106,600	$128,500
ⓘ Households, 2005-2009	67,284	2,412,567
ⓘ Persons per household, 2005-2009	2.22	2.49
ⓘ Per capita money income in past 12 months (2009 dollars) 2005-2009	$22,969	$23,557
ⓘ Median household income, 2009	$37,672	$41,715
ⓘ Persons below poverty level, percent, 2009	17.8%	17.2%

Business Quick Facts	Sullivan County	Tennessee
ⓘ Private nonfarm establishments, 2008	3,508	136,585[1]
ⓘ Private nonfarm employment, 2008	72,164	2,492,746[1]
ⓘ Private nonfarm employment, percent change 2000-2008	12.1%	4.3%[1]
ⓘ Nonemployer establishments, 2008	9,726	453,314
ⓘ Total number of firms, 2007	12,859	545,469
ⓘ Black-owned firms, percent, 2007	S	8.4%
ⓘ American Indian and Alaska Native owned firms, percent, 2007	0.3%	0.5%
ⓘ Asian-owned firms, percent, 2002	1.3%	1.6%
ⓘ Native Hawaiian and Other Pacific Islander owned firms, percent,	F	0.1%

2007

ℹ Hispanic-owned firms, percent, 2007	0.8%	1.6%
ℹ Women-owned firms, percent, 2007	23.0%	25.9%

ℹ Manufacturers shipments, 2007 ($1000)	5,463,624	140,447,760
ℹ Merchant wholesaler sales, 2007 ($1000)	1,055,317	80,116,528
ℹ Retail sales, 2007 ($1000)	2,026,276	77,547,291
ℹ Retail sales per capita, 2007	$13,200	$12,563
ℹ Accommodation and food services sales, 2007 ($1000)	255,074	10,626,759
ℹ Building permits, 2009	351	15,005
ℹ Federal spending, 2008	1,331,792	58,672,276[1]

	Sullivan	
Geography QuickFacts	**County**	**Tennessee**
ℹ Land area, 2000 (square miles)	413.02	41,217.12
ℹ Persons per square mile, 2010	379.7	154.0
ℹ FIPS Code	163	47
ℹ Metropolitan or Micropolitan Statistical Area	Kingsport-Bristol-Bristol, TN-VA Metro Area	

Unicoi County

People QuickFacts	Unicoi County	Unicoi County	Tennessee
i	Population, 2010	18,313	6,346,105
i	Population, percent change, 2000 to 2010	3.7%	11.5%
i	Population, 2000	17,669	5,689,276
i	Persons under 5 years old, percent, 2009	5.3%	6.8%
i	Persons under 18 years old, percent, 2009	19.9%	23.7%
i	Persons 65 years old and over, percent, 2009	19.6%	13.4%
i	Female persons, percent, 2009	51.1%	51.3%
i White persons, percent, 2010 (a)		95.8%	77.6%
i Black persons, percent, 2010 (a)		0.2%	16.7%
i American Indian and Alaska Native persons, percent, 2010 (a)		0.2%	0.3%
i Asian persons, percent, 2010 (a)		0.2%	1.4%
i Native Hawaiian and Other Pacific Islander, percent, 2010 (a)		Z	0.1%
i Persons reporting two or more races, percent, 2010		1.1%	1.7%
i Persons of Hispanic or Latino origin, percent, 2010 (b)		3.8%	4.6%
i White persons not Hispanic, persons, 2010		94.7%	75.6%
i Living in same house 1 year ago, pct 1 yr old & over, 2005-2009		89.1%	83.3%
i Foreign born persons, percent, 2005-2009		2.2%	4.1%
i Language other than English spoken at home, pct age 5+, 2005-2009		4.3%	5.9%
i High school graduates, percent of persons age 25+, 2005-2009		73.5%	81.8%

	Unicoi County	Tennessee
Bachelor's degree or higher, pct of persons age 25+, 2005-2009	11.9%	22.4%
Veterans, 2005-2009	2,034	508,005
Mean travel time to work (minutes), workers age 16+, 2005-2009	22.5	23.7
Housing units, 2009	8,633	2,780,857
Homeownership rate, 2005-2009	74.2%	69.7%
Housing units in multi-unit structures, percent, 2005-2009	6.9%	18.2%
Median value of owner-occupied housing units, 2005-2009	$101,200	$128,500
Households, 2005-2009	7,296	2,412,567
Persons per household, 2005-2009	2.39	2.49
Per capita money income in past 12 months (2009 dollars) 2005-2009	$20,497	$23,557
Median household income, 2009	$35,579	$41,715
Persons below poverty level, percent, 2009	19.3%	17.2%

Business QuickFacts	Unicoi County	Tennessee
Private nonfarm establishments, 2008	259	136,585[1]
Private nonfarm employment, 2008	4,378	2,492,746[1]
Private nonfarm employment, percent change 2000-2008	17.3%	4.3%[1]
Nonemployer establishments, 2008	849	453,314
Total number of firms, 2007	1,233	545,469
Black-owned firms, percent, 2007	F	8.4%
American Indian and Alaska Native owned firms, percent, 2007	F	0.5%

Asian-owned firms, percent, 2002	F	1.6%
Native Hawaiian and Other Pacific Islander owned firms, percent, 2007	S	0.1%
Hispanic-owned firms, percent, 2007	S	1.6%
Women-owned firms, percent, 2007	S	25.9%

Manufacturers shipments, 2007 ($1000)	348,551	140,447,760
Merchant wholesaler sales, 2007 ($1000)	D	80,116,528
Retail sales, 2007 ($1000)	119,502	77,547,291
Retail sales per capita, 2007	$6,751	$12,563
Accommodation and food services sales, 2007 ($1000)	13,024	10,626,759
Building permits, 2009	1	15,005
Federal spending, 2008	275,394	58,672,276[1]

Geography QuickFacts	Unicoi County	Tennessee
Land area, 2000 (square miles)	186.14	41,217.12
Persons per square mile, 2010	98.4	154.0
FIPS Code	171	47
Metropolitan or Micropolitan Statistical Area	Johnson City, TN Metro Area	

Washington County

People QuickFacts	Washington County	Tennessee
Population, 2010	122,979	6,346,105
Population, percent change, 2000 to 2010	14.7%	11.5%
Population, 2000	107,198	5,689,276
Persons under 5 years old, percent, 2009	5.7%	6.8%
Persons under 18 years old, percent, 2009	20.6%	23.7%
Persons 65 years old and over, percent, 2009	15.5%	13.4%
Female persons, percent, 2009	51.6%	51.3%
White persons, percent, 2010 (a)	91.6%	77.6%
Black persons, percent, 2010 (a)	3.9%	16.7%
American Indian and Alaska Native persons, percent, 2010 (a)	0.3%	0.3%
Asian persons, percent, 2010 (a)	1.2%	1.4%
Native Hawaiian and Other Pacific Islander, percent, 2010 (a)	Z	0.1%
Persons reporting two or more races, percent, 2010	1.7%	1.7%
Persons of Hispanic or Latino origin, percent, 2010 (b)	3.0%	4.6%
White persons not Hispanic, persons, 2010	90.2%	75.6%
Living in same house 1 year ago, pct 1 yr old & over, 2005-2009	82.2%	83.3%
Foreign born persons, percent, 2005-2009	2.7%	4.1%
Language other than English spoken at home, pct age 5+, 2005-2009	4.2%	5.9%
High school graduates, percent of persons age 25+, 2005-2009	84.1%	81.8%
Bachelor's degree or higher, pct of persons age 25+, 2005-2009	26.9%	22.4%
Veterans, 2005-2009	12,002	508,005
Mean travel time to work (minutes), workers age 16+, 2005-2009	20.0	23.7

ⓘ Housing units, 2009	54,405	2,780,857
ⓘ Homeownership rate, 2005-2009	68.6%	69.7%
ⓘ Housing units in multi-unit structures, percent, 2005-2009	20.6%	18.2%
ⓘ Median value of owner-occupied housing units, 2005-2009	$129,700	$128,500

ⓘ Households, 2005-2009	46,676	2,412,567
ⓘ Persons per household, 2005-2009	2.40	2.49
ⓘ Per capita money income in past 12 months (2009 dollars) 2005-2009	$23,438	$23,557
ⓘ Median household income, 2009	$39,876	$41,715
ⓘ Persons below poverty level, percent, 2009	17.6%	17.2%

Business QuickFacts	Washington County	Tennessee
ⓘ Private nonfarm establishments, 2008	2,897	136,585[1]
ⓘ Private nonfarm employment, 2008	53,976	2,492,746[1]
ⓘ Private nonfarm employment, percent change 2000-2008	4.5%	4.3%[1]
ⓘ Nonemployer establishments, 2008	7,650	453,314

ⓘ Total number of firms, 2007	10,153	545,469
ⓘ Black-owned firms, percent, 2007	2.0%	8.4%
ⓘ American Indian and Alaska Native owned firms, percent, 2007	F	0.5%
ⓘ Asian-owned firms, percent, 2002	F	1.6%
ⓘ Native Hawaiian and Other Pacific Islander owned firms, percent, 2007	F	0.1%
ⓘ Hispanic-owned firms, percent, 2007	1.0%	1.6%
ⓘ Women-owned firms, percent, 2007	21.7%	25.9%

	Washington County	Tennessee
Manufacturers shipments, 2007 ($1000)	1,577,657	140,447,760
Merchant wholesaler sales, 2007 ($1000)	1,090,845	80,116,528
Retail sales, 2007 ($1000)	1,869,147	77,547,291
Retail sales per capita, 2007	$16,014	$12,563
Accommodation and food services sales, 2007 ($1000)	247,065	10,626,759
Building permits, 2009	398	15,005
Federal spending, 2008	1,048,053	58,672,276[1]
Geography QuickFacts	**Washington County**	**Tennessee**
Land area, 2000 (square miles)	326.31	41,217.12
Persons per square mile, 2010	376.9	154.0
FIPS Code	179	47
Metropolitan or Micropolitan Statistical Area	Johnson City, TN Metro Area	

APPENDIX B

Informed Consent Form

PRINCIPAL INVESTIGATOR: __Heather Cook_____

TITLE OF PROJECT: __Understanding Philanthropic Motivations of Northeast State Community College Foundation Donors_____

My name is Heather Cook and I am a graduate student at East Tennessee State University. I am working on my doctoral degree in Educational Leadership and Policy Analysis with a concentration in Post Secondary and Private Sector Leadership. In order to finish my studies, I need to complete a research dissertation. The name of my research study is Understanding Philanthropic Motivations of Northeast State Community College Foundation Donors.

As a potential participant of this research study, please carefully read the material and determine if you wish to be a volunteer.

The purpose of this research study is to understand why people give to the local community college and what life experiences led to their advanced level of giving.

The interview will take place at Northeast State in the Pierce Administration Building, Room P316. The interview will last one hour with email follow-up as necessary. You will be asked questions regarding why you have donated to Northeast State and what your specific motivations for giving are.

The interview method is completely confidential. In other words, there will be no way to connect your name with your responses. Although your rights and privacy will be maintained, the ETSU IRB (for non-medical research) and personnel particular to this research have access to the study records. The audio files will be stored on a password protected laptop in a locked cabinet in the Foundation Office at Northeast State Community College.

Participation in this research study is voluntary. You may refuse to participate. You can quit at any time. You will receive no direct benefit from this research study, but I hope you find it beneficial for the Northeast State Foundation to learn about their donors.

If you have any research-related questions or problems, you may contact me at 423-502-0541. I am working on this project together under the supervision of Dr. Catherine Glascock at ETSU. You may reach her at glascock@etsu.edu.   Also, the chairperson of the Institutional Review Board at East Tennessee State University is available at (423) 439-6054 if you have questions about your rights as a research subject. If you have any questions or concerns about the research and want to talk to someone independent of the research team or you cannott reach the study staff, you may call an IRB Coordinator at 423-439-6055 or 423-439-6002.

By signing below, you confirm that you have read or had this document read to you. You will be given a signed copy of this informed consent document. You have been given the chance to ask questions and to discuss your participation with the investigator. You freely and voluntarily choose to be in this research project.

_____

SIGNATURE OF PARTICIPANT   DATE

_____

PRINTED NAME OF PARTICIPANT   DATE

_____

SIGNATURE OF INVESTIGATOR   DATE

_____

SIGNATURE OF WITNESS (if applicable)   DATE

APPENDIX C

IRB Approval Letter

December 15, 2011

Ms. Heather Cook
324 Ferndale Lane
Kingsport, TN 37660

Re: Understanding Philanthropic Motivations of Northeast State Community College
Foundation
        Donors
IRB#: c1211.2s
ORSPA #: NA

The following items were reviewed and approved by an expedited process:
  □ New Protocol Submission (no conflict identified)*; Resume; Permission from Northeast
    State; Interview Questions; Letter to participants (stamped approved 12/14/11); Informed
    Consent (ver. 11/18/11 stamped approved 12/14/11)

The item(s) with an asterisk(*) above noted changes requested by the expedited reviewers.

On **December 14, 2011**, a final approval was granted for a period not to exceed 12 months
and will expire on **December 13, 2012**. The expedited approval of the study *AND* requested
changes will be reported to the convened board on the next agenda.

The following **enclosed stamped, approved Informed Consent Documents** have
been stamped with the approval and expiration date and these documents must be copied and
provided to each participant prior to participant enrollment:
  □ Letter (stamped approved 12/14/11)
  □ ICD (ver. 11/18/11 stamped approved 12/14/11)

**Federal regulations require that the original copy of the participant's consent be
maintained in the principal investigator'**s files and that a copy is given to the subject at
the time of consent.

Unanticipated Problems Involving Risks to Subjects or Others must be reported to the IRB (and

VA R&D if applicable) within 10 working days

Proposed changes in approved research cannot be initiated without IRB review and approval. The only exception to this rule is that a change can be made prior to IRB approval when necessary to eliminate apparent immediate hazards to the research subjects [21 CFR 56.108 (a)(4)]. In such a case, the IRB must be promptly informed of the change following its implementation (within 10 working days) on Form 109 (www.etsu.edu/irb). The IRB will review the change to determine that it is consistent with ensuring th**e subject's continued welfare.**

Sincerely,
Chris Ayres, Chair
ETSU Campus IRB

cc: Catherine Glascock, PhD.

VITA

HEATHER J. COOK

Personal Data: Date of Birth: May 23, 1982
                      Place of Birth: Johnson City, TN
                      Marital Status: Married

Education: East Tennessee State University, Johnson City, Tennessee
                    Bachelor of Business Administration, B.B.A.
                    2003

                East Tennessee State University, Johnson City, Tennessee
                    Masters of Business Administration
                    2006

                East Tennessee State University, Johnson City, Tennessee;
                    Educational Leadership, Ed. D.;
                    2012

Professional
Experience: Kingsport Convention and Visitors Bureau, Kingsport, TN
                    Director of Marketing
                    November 2006 – April 2009

                Center for Appalachian Studies, East Tennessee State University
                    Graduate Assistant
                    August 2009 – May 2011

                Dobyns-Bennett High School Band, Kingsport, TN
                    Leadership Development Instructor; Drum Major Intructor
                    Jan 2007 – Present

                Northeast State Community College
                    Executive Director of the Foundation
                    May 2011 – Present

Awards: CASE Merit Award – Designer for the *Now & Then* Magazine
                ETSU Roan Scholar Trail Society
                Kingsport Chamber of Commerce "Top Dawg"

Professional
Member-
ships

     2001 – Present
       Rotary International, Board Member
     2001 – Present
       Association for Fundraising Professionals
     2001 – Present
       Council for the Support and Aid of Education
     2006 – Present
       Kingsport Area Chamber of Commerce Member