A SINGLE-CASE STUDY EXAMINING FACULTY CONCEPTUALIZATIONS OF THEIR PARTICIPATION IN FUNDRAISING AT A SMALL PRIVATE INSTITUTION

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A SINGLE-CASE STUDY EXAMINING FACULTY CONCEPTUALIZATIONS OF THEIR PARTICIPATION IN FUNDRAISING AT A SMALL PRIVATE INSTITUTION

Given the uncertain economic conditions of the higher education sector in the United States, many institutions are reconsidering fundraising strategies. One emerging possibility involves the engagement of faculty in fundraising. However, with regards to faculty thoughts about their participation in fundraising, little research-based guidance exists. To address this gap, this qualitative single-case study employed the lens of academic citizenship to examine how tenured faculty, who are engaged in fundraising, conceptualize their participation in academic fundraising activities. The bounded case was a small private, four-year institution in the Midwest. Document analysis, focus groups, and semi-structured interviews comprised the data collection methods for the study. Via purposeful sampling, 16 tenured faculty participated in one of three 60-minute focus groups aimed at developing a shared understanding of fundraising within the institutional context. To probe more deeply into individual faculty perspectives, following the focus group phase, each participant took part in one 45-minute semi-structured interview. Findings indicated that as faculty struggled to fit fundraising within their prescribed workload expectations of teaching, research, and service, they often described fundraising as a form of service and expressed their willingness to help with this work while emphasizing concerns about constraints on faculty time. Additionally, as faculty attempted to manage perceived barriers related to fundraising activities, they were eager to form partnerships with development staff. Faculty described these partnerships as productive when the focus remained on collaboration, academic priorities, and faculty strengths. Findings also revealed that faculty engaged in fundraising activities because they felt committed to the well-being of the college, their students, and their alumni/ae relationships. Finally, fundraising was one way that faculty participants exhibited their academic citizenship. Based on the findings of this study, recommendations for college administrators include the following: (a) construct a framework to facilitate faculty and staff fundraising partnerships, (b) formally recognize faculty engaged in fundraising work, and (c) monitor the service burden imposed on tenure-track faculty.

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CHAPTER ONE

AN INTRODUCTION TO THE STUDY

In today's political, social, and economic context, higher education leaders face deteriorating public confidence and extraordinary fiscal pressures. Rising institutional costs, reduced state funding, and elevated competition for both private dollars and incoming students create a stressful economic environment for this educational sector (Docking & Curton, 2015; Drezner, 2011; Knight, 2003). This unsettling climate affects both public and private institutions (Olson, 2006; Perlmutter, 2016). Cuts in state funding have generated budgetary gaps forcing many public institutions to revise financial models (Lindsay, 2016). Furthermore, this challenging fiscal environment has caused higher education leaders to worry about the long-term viability of small private colleges (Carey, 2014). To this point, in July 2018, a small private college in the Midwest announced the departure of its president after only one year of service (Mangan, 2018). The president's departure coincided with an unstable fiscal environment, which resulted from escalating budget and enrollment difficulties (Mangan, 2018). A year earlier, a small private college in Indiana closed due to a $27 million debt (Bangert, 2018). President Docking, the leader credited with saving Adrian College from closure in 2005, has voiced his doubts about the future of small private colleges and universities (Docking & Curton, 2015). These and similar stories, reported throughout national media, cause concern among board members and campus leaders at other similarly situated institutions.

This higher education landscape demands creative solutions from institutional leaders. One common solution leaders employ to address ever-increasing economic pressures manifests as enhanced fundraising efforts (Byrne, 2005; Lindsay, 2016; Olson, 2006). These intensified efforts often require one or more of the following: new leadership approaches, new fundraising strategies, or new donors. One specific strategy explored by higher education leaders across public and private sectors is the engagement of faculty in fundraising (Burlingame, 2015; Eckert & Pollack, 2000; Hodson, 2010; Kolmerten, 2003; Perlmutter, 2016; Weidner, 2008). This fundraising strategy involves the direct engagement of faculty in the process of soliciting funds from external donors, such as alumni/ae and friends of the institution. This engagement may vary from drafting a compelling case statement to connecting development officers with alumni/ae to stewarding donors to participating in an "ask." For example, at the University of Oregon, the president asked faculty and academic deans to collaborate with development officers on filling budget gaps resulting from state funding cuts (Lindsay, 2016). To this end, academics were trained to polish their preferred fundraising techniques (Lindsay, 2016). Once prepared, faculty engaged with gift prospects and the tasks of tracking dollars raised and donors contacted (Lindsay, 2016). When faced with the current economic and political climate, other higher education leaders have aligned some of their thinking with the University of Oregon's approach (Hodson, 2010; Kolmerten, 2003). Stated differently, more and more leaders are considering the engagement of faculty in fundraising activities (Burlingame, 2015; Hodson, 2010; Kolmerten, 2003).

However, per Dr. Gary Olson (2006), the president of Daemen College, many faculty disparage fundraising and question its role in their teaching and research priorities. Furthermore, the addition of fundraising tasks to the faculty role may complicate an already expanding and fluctuating set of responsibilities (Gappa, Austin, & Trice, 2007). Yet, Olson (2006) posited that "fund raising has become an essential tool for fostering the very academic endeavors that [post-secondary educators] so ardently cherish" (para. 7). That is to say, faculty desires for enhanced off-campus student learning opportunities and for enriched faculty and student research experiences necessitate additional resources (Olson, 2006). These activities are often beyond the scope of campus budgets and, therefore, require external support (Olson, 2006). To secure these needed resources, Olson (2006) and Burlingame (2015) argued that faculty are uniquely positioned to write and share inspiring stories about their academic undertakings.

I understand the University of Oregon's approach and agree with Olson's (2006) and Burlingame's (2015) assertions that engaging faculty as fundraisers benefits institutional fundraising efforts. Although I currently work in the P-12 educational sector, I previously served as an educator and academic administrator at a small private college. I comprehend the value of fundraising in the higher education sector as I spent nearly five years engaged in this important work. Additionally, I appreciate the value of connecting faculty with private donors and have witnessed donor excitement about a project communicated by an energized faculty member. Because of their intimate engagement with students and academic projects, faculty, when compared to an uninvolved administrator, can often articulate a more persuasive case. For these reasons, I understand why some institutions view the engagement of faculty in fundraising as one possible solution for addressing the economic pressures facing higher education.

However, as a leader who has worked closely with faculty for many years, I questioned how faculty, who have been engaged with fundraising responsibilities, conceptualize their participation in institutional fundraising initiatives. My efforts to answer this driving question and my inability to locate at least one peer-reviewed study aimed at faculty perspectives of their participation as fundraisers in academic fundraising activities within my preferred context, a small private, four-year institution, inspired my interest in this study. In short, related studies were limited to significantly different contexts or master's theses and dissertation studies. Given the void of research on the topic, a principal purpose of this research study was to help fill the gap in the literature. Another motivating factor was my desire to help college administrators make informed decisions because the engagement of faculty in fundraising efforts can lead to powerful, lucrative benefits at a time when fundraising success is critical to the overall viability of some small campuses (Burlingame, 2015). To accomplish these joint aims, I employed a qualitative research design, which allowed me to capture faculty members' thoughts and feelings regarding their participation in fundraising activities.

To establish a foundation for this study, the remainder of the first chapter briefly reviews the higher education context; the study's research questions, theoretical lens, and key terms; the methodological design; and the significance of the study. Chapter Two explores relevant literature focused on the role of faculty and the engagement of faculty in fundraising, both as donors and as fundraisers. The chapter concludes with a more robust discussion of the theoretical framework shaping the study's design. Chapter Three outlines the qualitative design of the study in addition to the researcher's positionality statement. The third chapter also includes a general description of the campus setting and study participants and a discussion of the research methods. The chapter concludes with a description of the data analysis protocols and methodological limitations. Chapter Four presents the study's findings with respect to the two research questions. Chapter Five discusses the implications of the findings and provides recommendations for further research and practical application. Attention to ethical research practices were addressed throughout the study.

Higher Education Context

A deeper understanding of the study requires a more thorough investigation of the higher education context. This investigation begins with a brief look at the nature of fundraising and philanthropy in the higher education sector. The examination then considers the key fiscal challenges in both the overall and small private post-secondary sectors. The section closes with administrative viewpoints about the impact of these economic challenges on small private institutions and the subsequent effects on faculty work and on institutional fundraising strategies.

Fundraising and Philanthropy in the Higher Education Sector

As this study considers the engagement of faculty in post-secondary fundraising activities, a deeper understanding of fundraising and philanthropy in the higher education sector is necessary. As I reviewed the literature on higher education giving, two prominent characteristics emerged: donor influence in general and the power of alumni/ae giving. However, prior to considering these two aspects, I clarify the meanings of fundraising and philanthropy in the post-secondary setting.

Fundraising and philanthropy defined. The focus of this study is on fundraising in the post-secondary setting. In brief, fundraising is the process of soliciting funds or resources from a potential donor to support a specific need. For this study, I am considering faculty perspectives of their engagement with this process. I am not considering faculty perspectives of their philanthropic natures, such as their individual donations of energy, expertise, and personal resources (Shaker, 2015). In short, fundraising is often associated with the actions of the person asking for support while philanthropy is often defined by the actions of the donor or volunteer and the individual's reasons for giving of her time, expertise, and fiscal resources (Shaker, 2015). According to Thelin and Trollinger (2014), these reasons are often motivated by a donor's desire to better society or improve the human condition.

Donor influence. Since the founding of Harvard during the colonial period, individuals and groups have been making restricted and unrestricted gifts to higher education (Curti & Nash, 1965; Sears, 1922). Although much of the philanthropy was controlled by the church or by individuals giving for religious reasons (Sears, 1922), the active solicitation of funds from private donors began during this time period (Curti & Nash, 1965). Like today, some gifts were intended for long-term purposes, such as endowment growth, while others were intended for immediate use (Curti & Nash, 1965; Sears, 1922). Even though this philanthropic support has been highly valued in the United States since the seventeenth century, educational leaders realized over time that without regulations donor gifts could be at minimum restricting and "at worst . . . pre-empt institutional prerogative and academic self-determination" (Thelin & Trollinger, 2014, p. 14). To this latter point, Sears (1922) summarized that philanthropy has had the power to influence the direction of higher education since the colonial period. Specifically, he stated that "without the gifts, the colleges would have been different than what they were" (Sears, 1922, p. 29). Curti & Nash (1965) take the argument one step further in maintaining that some of the early institutions would have closed without philanthropic support.

Building upon Sears's (1922) work, Drezner (2011), a frequently cited contemporary researcher and professor in the field of higher education, agreed that "Americans' giving has shaped higher education" (p. 17). His position speaks to the ongoing ability of college and university donors to mold various aspects of post-secondary institutions. For example, donors can create new types of institutions, construct new academic departments, start new athletic programs, and endow new faculty lines and more (Drezner, 2011; Sears, 1922). Unlike many other nonprofits where donors simply give to support the agency's cause, in the higher education sector, donors have the capacity to shift an institution's academic focus and significantly influence how the institution serves its students and alumni/ae (Thelin & Trollinger, 2014). Thelin and Trollinger (2014) posit that "the partnership between philanthropy and higher education has made possible an excellent system of higher learning in the United States" (p.

165). In sum, historical and present-day accounts reveal the power of philanthropy and fundraising to advance and transform higher education.

Power of alumni/ae giving. One powerful group of individual contributors within the overall donor base is alumni/ae. Drezner (2011) shared that the majority of individual donors to colleges and universities are alumni/ae of the intuitions they support. According to the Council for the Advancement and Support of Education (CASE, 2019), "historically, alumni have been the largest- or second-largest source of monetary support to higher education institutions in the U.S." (para. 5). In 2018, "alumni contributions to U.S. colleges and universities rose 6.9 percent," which places this group second only to foundations (CASE, 2019). Notably, many of these foundations were connected to alumni/ae donors (CASE, 2019). To this point, alumni/ae are still the number one category of individual donors.

For this reason and others, alumni/ae reside at the heart of institutions' fundraising efforts (Drezner, 2011). As governmental and other external funding opportunities disappear, voluntary alumni/ae donors are becoming a more vital resource for post-secondary institutions (Drezner, 2013). Furthermore, alumni/ae giving "demonstrate[s] to other potential outside donors such as foundations and corporations that the alumni and alumnae are committed to the future of the institution" (Drezner, 2011). Stated differently, alumni/ae possess the power to motivate other types of donors to give to a particular institution. For example, foundations and grantors often request alumni/ae giving percentages when making funding decisions. External funders want to see that alumni/ae support their alma mater. This power of alumni/ae donors is one characteristic that distinguishes higher education from many other nonprofits. As discussed, donors, especially institutional alumni/ae, have the capacity to shape what happens in higher education, which makes alumni/ae a relevant factor in this and other studies related to institutional fundraising efforts.

Key Fiscal Challenges in the Sector

As previously noted, the current higher education enterprise exists in difficult times (Anft, 2018; Docking & Curton, 2015; Drezner, 2013; Knight, 2003). In 2017, Gallup collected data about the state of higher education from on-campus and off-campus constituents throughout the United States (Auter, 2017). Gallup's research resulted in two key findings: "the financial future of higher education in the U.S. is uncertain" and "Americans' views of higher education are becoming increasingly politically polarized" (Auter, 2017, para. 3, 6). Regarding the first point, survey results revealed that "71% of chief business officers at colleges and universities say media reports suggesting higher education is in the midst of a financial crisis accurately reflect the general financial landscape of higher education in the U.S." (Auter, 2017, para. 4). Concerning the polarization topic, "more than 20 percentage points separate Republicans' and Democrats' confidence in U.S. colleges and universities" (Auter, 2017, para. 7). Republicans argued that higher education is fostering liberal mindsets and restricting students' freedom of thought (Auter, 2017). By contrast, Democrats expressed concerns about rising tuition, the value of degrees, and job placement rates (Auter, 2017). In response to these findings, Auter (2017) posited that low enrollments will most likely result, thereby creating additional fiscal pressures. These data further cement the persistent fiscal difficulties troubling higher education leaders.

Although the overall higher education sector has experienced notable challenges in recent years, small private colleges and universities have confronted extreme pressures (Carey, 2014; Docking & Curton, 2015; Marcy, 2017). The Association of Governing Boards of Universities and Colleges noted in a May 2017 White Paper that "declining numbers of traditional college-aged students," tuition-driven financial models, escalating discount rates, and vacillating public support have created untenable conditions for some small private institutions (Marcy, 2017, p. 1). Specifically, "declining numbers of traditional college-aged students have coincided with a shift in populations from the Northeast and Midwest to the West and Southwest – moving away from areas with a large number of small private institutions" (Marcy, 2017, p. 1). Additionally, results from a faculty survey commissioned by the *Chronicle of Higher Education* revealed:

> Educators at public institutions are more likely to say that they expect to stay in the profession for the rest of their careers (87 percent) than those who work at private colleges (80 percent) – a rare instance when the viewpoints between public and private college faculty in the survey diverge[d] (Anft, 2018, pp. 10-11).

One higher education consultant pondered whether the difference between these faculty expectations was connected to the current fiscal difficulties in the private college sector (Anft, 2018). To this point, Carey's (2014) research on small private colleges revealed that many more institutions could be headed toward closure. She noted the unstable, highly competitive higher education climate as a key contributor to this dismal outlook. To combat these economic challenges, campus leaders must make difficult choices about new strategic priorities and sustainable business models (Carey, 2014; Marcy, 2017).

Administrative Viewpoints and Effects on Faculty Work

Some of these decisions affect how faculty are organized and hired (Kezar & Maxey, 2013; Marcy, 2017). In many instances, campus leaders are replacing departing tenured faculty with contingent faculty, such as non-tenure track, adjunct, part-time, or clinical faculty, while simultaneously stretching governance, curricular, advising, and departmental expectations over a smaller pool of tenured faculty members (Anft, 2018; Kezar & Maxey, 2013; Kezar, Maxey, &

Holcombe, 2015; Marcy, 2017; Ward, 2003). This decision relieves some immediate budgetary pressure as contingent faculty compensation is often much less than that of tenured faculty (Bland, Center, Finstad, Risbey, & Staples, 2006; Kezar et al., 2015). Furthermore, shorter faculty contracts lessen an institution's long-term fiscal commitments (Bland et al., 2006). However, this ongoing practice can "eat away at campus morale, threaten shared governance, and undermine educational quality" (Marcy, 2017, p. 3). These negative consequences seem counterproductive as they do not promote student enrollment and donor engagement, which are necessary to advance an institution's economic stability. To help address these consequences, Marcy (2017) argued for a different approach. She advocated for the implementation of alternative curricular models aimed at creating sustainable, effective institutional transformation (Marcy, 2017). However, many campuses, public and private, are moving forward with other immediate approaches, which involve changes to institutional fundraising strategies (Carey, 2014; Eckert & Pollack, 2000; Lindsay, 2016; Perlmutter, 2016).

Fundraising becomes more and more important as the fiscal environment becomes increasingly worrisome (Byrne, 2005). To this point, a growing number of campuses are seeking leaders, such as presidents and academic deans, with experience in fundraising (Hodson, 2010). Hodson (2010), a higher education administrator, posited that "leadership in the area of fundraising is quickly becoming an expectation [for academic administrators] rather than an extracurricular activity" (p. 40). However, he admitted that the responsibility for achieving institutional fundraising goals does not reside solely with these key leaders (Hodson, 2010). Many academic and development leaders, including faculty members, maintain that faculty can be a substantial asset in fundraising efforts (Eckert & Pollack, 2000; Gasman, 2004; Hodson, 2010; Jones, 1992; Lindsay, 2016; Perlmutter, 2016; Weidner, 2008).

Faculty engagement with fundraising efforts can manifest in different ways. Faculty can serve as liaisons between alumni/ae and fundraising staff (Burlingame, 2015; Gasman, 2004): a role the faculty in Dubé's (2005) study defined as relationship building. At the University of Oregon, an institution which has assertively engaged faculty in fundraising activities, academics have advanced to the next level. They have identified prospects, solicited gifts, and tracked dollars raised (Lindsay, 2016). These specific responsibilities are often owned by development officers. Yet, regardless of assigned fundraising responsibilities or the composition of institutional fundraising teams, Eckert and Pollack (2000) and Perlmutter (2014) posited that securing private support in today's uncertain climate requires a strategic, informed approach to on-campus partnerships between faculty and staff. Thus, when faculty are engaged in fundraising, this informed approach entails knowledge of faculty perspectives on the inclusion of fundraising responsibilities in current faculty work. Unfortunately, the existing literature offers a limited view of the engagement of faculty in fundraising efforts.

Research Questions, Theoretical Lens, and Key Terms

As a life-long educator and former higher education leader, I am troubled by the scarcity of faculty voices among the limited research on faculty engagement in fundraising activities. This study aimed to help address this dearth by providing a rich description of how faculty, who have been engaged with fundraising, conceptualize their participation in this intuitional activity. To further this goal, this section details the study's research questions, theoretical lens, and key terms.

The insufficiency of research-supported guidance around the engagement of faculty in academic fundraising activities and the increasing pressures on higher education leaders to secure external funds (Carey, 2014; Lindsay, 2016) collectively established a solid rationale for the study's key aims, which were to help fill gaps in the literature base and, thereby, inform administrative decisions involving the engagement of faculty in fundraising. To achieve these aims, the study addressed the following research questions:

1. How do tenured faculty, who have participated in academic fundraising, at a small private, four-year college in the Midwest conceptualize their participation in fundraising activities?
2. How does the theoretical lens of academic citizenship, specifically campus-based social and moral responsibility, help explain faculty perspectives of their participation in academic fundraising initiatives?

As revealed in the driving questions, the study considered faculty perspectives through the theoretical lens of academic citizenship (Burgan, 1998; Macfarlane, 2005, 2007a, 2007b; Thompson, Constantineau, & Fallis, 2005). Shaker (2013) employed this same lens in her study of faculty donors. She discovered that giving to the institution was an expression of faculty members' academic citizenship (Shaker, 2013). I sought to extend Shaker's (2013) research by determining if faculty willingness to engage as fundraisers, rather than donors, was an extension of faculty members' academic citizenship. My study focused on tenured faculty who had participated previously in some aspect of academic fundraising. As faculty shared their thoughts and experiences, the chosen theoretical lens allowed me to consider faculty members' reasons for participating in academic fundraising activities. Additionally, Macfarlane's (2007a, 2007b) perspective of the theoretical framework's core originated from research on faculty service responsibilities. As the literature review reveals, institutions often define and evaluate faculty work as a three-part construct of teaching, research, and service (Bland et al., 2006; Kezar et al., 2015; Sandquist, Romberg, & Yancey, 2013; Ziker, 2014). The service component of this triad emerged as the most relevant to the study's purpose given its connection to the academic citizenship theoretical lens and to academic fundraising activities (Gasman, 2004; Macfarlane, 2005, 2007a, 2007b; Ward, 2003). As Gasman's (2004) study demonstrated, some academics classify fundraising as an institutional or departmental responsibility, or service, rather than a teaching or research expectation. Thus, faculty perspectives of their engagement with fundraising, an institutional service, appeared to align with the essence of the academic citizenship theoretical model (Burgan, 1998; Macfarlane, 2005, 2007a, 2007b; O'Meara, 2016). The campus-based social and moral responsibility aspect of this lens resonated with the study's purpose because it allowed for the contemplation of faculty perspectives of their on-campus obligations (Macfarlane, 2007b). In sum, this lens allowed the researcher to consider whether faculty view fundraising as a moral or social obligation and whether faculty act to advance either communal or personal objectives (Macfarlane, 2007b).

The literature review more robustly considers this theoretical lens and the role of faculty. However, to more accurately address the research questions and realize the purpose of the study, additional key terms must be clarified. The following captures these key definitions:

1. For the purposes of this study, "academic fundraising" or "fundraising" refers to the process of securing funds, equipment, or other resources from external constituents for the advancement of the institution's academic priorities. Faculty engagement in the fundraising process may require faculty time or expertise or access to faculty networks for the purposes of securing funds or gifts for the college. For example, faculty may assist with stewarding existing donors, partnering on grant proposals, introducing staff to potential donors, and asking donors for financial support. Faculty may also assist with drafting case statements, which are brief statements, often one to

two pages in length, designed to communicate the institution's needs and the benefit to the potential donor. Academic priorities may include dollars for academic departments, student research, or student scholarships. Unless clearly specified, fundraising does not involve faculty serving as donors to the institution.

2. A "small institution" is defined by The Carnegie Foundation for the Advancement of Teaching as having a total enrollment ranging from 1,000 to 2,999 full-time, degree-seeking students (The Carnegie Classification of Institutions of Higher Education, n.d.).
3. A "private institution" is privately funded, meaning it does not receive funds from its respective state budget.
4. "Faculty service" typically encompasses both external and internal faculty service (O'Meara, 2016; Ward, 2003). External service includes outreach to off-campus groups, including professional organizations (Ward, 2003). This outreach may manifest as reviewing articles for a professional journal, serving as an officer for a professional organization, organizing a statewide conference, or facilitating professional development for disciplinary colleagues throughout the globe (Ward, 2003). Internal service, which is the focus of this study, refers to on-campus service that supports the institution's, department's, or program's ability to conduct business (O'Meara, 2016; Ward, 2003). For example, "faculty service" might include academic advising, on-campus committee work, or service as a department chair (O'Meara, 2016; Ward, 2003). Ward (2003) defines internal faculty service as the "hidden curriculum of faculty life" (p. 51).

Methodological Design Overview

To best capture individual faculty conceptualizations of their participation in academic fundraising, the chosen research design was a qualitative single-case study. This approach allowed the researcher to collect rich, descriptive data from participants by providing opportunities for participants to engage with each other and the interviewer (Lochmiller & Lester, 2017; Merriam & Tisdell, 2016). This design further allowed the researcher to probe for deeper understanding (Merriam & Tisdell, 2016). Furthermore, since "faculty work choices and experiences of organizational practices are influenced by institutional context" (O'Meara, 2016, p. 9), the single-case study design permitted the researcher to hold the small private college context constant while examining faculty perspectives (O'Meara, 2016; Yin, 2014). In summary, this design allowed the researcher to gather distinct faculty perspectives of their role in academic fundraising, to consider consistent contextual influences on these perspectives, and to examine how academic citizenship helped explain these faculty perspectives (Carey, 2014; Merriam & Tisdell, 2016; O'Meara, 2016).

This study involved tenured faculty, who had engaged in some aspect of fundraising, on the campus of a small private, four-year institution in the Midwestern United States. This single bounded case acted as a representative example of small private, four-year, not-for-profit institutions in the Midwest (Yin, 2014). For example, like comparable institutions, the chosen setting faced some of the economic and political challenges articulated by Anft (2018), Carey (2014), and Marcy (2017). These challenges, influencing the Midwest and small private colleges specifically, included declining enrollments and shrinking budgets (Anft, 2018; Carey, 2014; & Marcy, 2017). Yin (2014) classified this type of case as "common" for the study "captured the circumstances and conditions of any everyday situation" (p. 52). Therefore, this campus environment was an ideal setting for the study. Moreover, a case examining faculty as fundraisers had yet to been situated in a small private college in the United States, which reinforced the research gap the study aimed to fill (Yin, 2014).

As revealed in the literature review, much of the relevant research employed survey data to consider faculty roles and faculty engagement with fundraising (Bland et al., 2006; Boyer, 1990; Guarino & Borden, 2017; Holland & Miller, 1999; Kezar et al., 2015; March, 2005; Misra, Lundquist, Holmes, and Agiomavritis, 2011; Porter, 2007). However, the single-case study approach has been used in a few related qualitative studies. In O'Meara's 2016 study on "gender differences in faculty thinking about campus service," she employed a single-case study design (p. 1). Similar to my study, this design allowed O'Meara (2016) to focus on faculty perspectives and to identify patterns while holding the context constant. This approach holds value because context can be a key influencer of faculty conceptualizations of their work (O'Meara, 2016; Yin, 2014). Byrne's (2005) study also used a single-case study approach at the University of Arkansas at Little Rock. Byrne (2005) chose this bounded case because of the campus's best practice in employee giving campaigns. Like Byrne (2005), Knight (2003) employed a single-case study approach to gather perspectives about an employee giving campaign. Knight (2003), Byrne (2005), and O'Meara (2016) employed the single-case study design to gather faculty perspectives in a bounded setting. Although this methodological approach had not been used in a study focused on faculty as fundraisers, this design, as demonstrated by other studies, permitted me to consider effectively faculty perspectives through a specified lens in a designated campus setting.

Significance of the Study

Four key reasons confirm the significance of this study. First, this study attended to one emerging strategy for addressing the current economic challenges facing higher education.

Without identifying solutions for the economic issues facing small, private four-year colleges, some of these institutions may not survive. Second, this study shared faculty members' words in a context where very few currently exist. Next, this study enriched the current literature around faculty participation in academic fundraising. Finally, this research can help higher education leaders make data-informed decisions about the engagement of faculty in academic fundraising activities.

A Possible Strategy to Help Address Economic Challenges

As previously noted, the engagement of faculty in fundraising is a viable strategy for helping achieve fiscal institutional goals. Dr. Carol Kolmerten (2003), a professor of English at Hood College, posited that "no one is more effective on the road, talking about needed facilities, scholarships, and equipment, for example, than faculty members" (para. 10). She argued that faculty can best articulate the state of the college to prospective donors. Hodson (2010) agreed and further posited that engaging faculty in soliciting alumni/ae and friends of the institution, especially those identifying with individual faculty or their academic work, will improve the possibility that a donor will support a funding request. Often, donors want to engage with faculty because faculty have direct knowledge of classroom and research activities (Burlingame, 2015; Eckert & Pollack, 2000; Hodson, 2010; Jones, 1992; Kolmerten, 2003; Perlmutter, 2016). Further, alumni/ae who have developed positive relationships with faculty are more motivated to invest in the institution (Hodson, 2010; Weidner, 2008). For these reasons, many higher education leaders posit that faculty are as instrumental to the college's fundraising accomplishments as they are to the institution's academic accomplishments (Eckert & Pollack, 2000; Weidner, 2008). Thus, in the current economic climate, higher education leadership cannot disregard the institutional benefits of engaging faculty in fundraising activities.

A Platform for Faculty Voices

Dr. George Jones (1992), an emeritus faculty member at Emory University, supported this collaborative approach to fundraising. However, Jones (1992) noted that "an important prerequisite to the involvement of faculty in development activities is a thorough understanding of what faculty do, that is what faculty themselves feel are their responsibilities to the institution" (p. 85). Although Jones (1992) articulated this assertion over 25 years ago, I maintain the position's relevance today as higher education leaders consider the engagement of faculty in institutional fundraising initiatives. Jones (1992) advised leaders to consider the faculty voice, which is scarce in the literature and was, therefore, a driving aim of this study. Specifically, this case study created space for faculty to share their thoughts, feelings, and ideas.

An Opportunity to Help Fill a Gap in the Literature

I was unable to locate peer-reviewed studies addressing faculty conceptualizations of their role as fundraisers in the context of traditional private or public institutions in the United States. Existing studies on faculty in this role occurred on very different campus environments or were published as a dissertation or master's thesis. One reason for this void might be the contemporary nature of this fundraising approach. Dr. Perlmutter (2016), a dean at Texas Tech University, provided other possibilities. Perlmutter (2016) noted that many faculty lack fundraising experience; are busy with teaching, research, and service; and find fundraising uncomfortable. Nevertheless, I was intrigued that faculty had not been asked in a systematic way to articulate how participation in fundraising influences their conceptualization of their roles as faculty members. Therefore, this study considered this question and helped enrich the current literature around higher education fundraising, which is and will continue to be a critical aspect of sustained economic viability for many institutions (Byrne, 2005; Lindsay, 2016; Olson, 2006).

A Datum for Practitioners

Finally, higher education leaders trying to thrive in the current economic climate must understand, as Jones (1992) argued, faculty views about their role in fundraising efforts. The results of this study, realized through the words of faculty, may enable campus leaders to craft viable fundraising approaches that faculty will support and that will advance, not destroy, morale and excitement during a challenging, pressure-filled time in the academy (Marcy, 2017). Furthermore, as the 2017 Gallup data revealed, the fiscal sustainability of higher education remains uncertain (Auter, 2017). In this climate, leaders should value data that inform decisions about effective fiscal choices. This study aimed to provide this helpful data by examining how faculty view their participation in academic fundraising.

Conclusion

Given the political and economic pressures facing the overall higher education sector, more and more institutions are seeking opportunities to secure additional private funds (Byrne, 2005; Docking & Curton, 2015; Lindsay, 2016). One of these viable opportunities presents as the engagement of faculty in academic fundraising initiatives (Eckert & Pollack, 2000; Hodson, 2010; Kolmerten, 2003; Perlmutter, 2016; Weidner, 2008). However, only a couple of studies, one at a Historically Black College and University (HBCU) and one at an international campus, have considered faculty perspectives of their role as academic fundraisers (Dubé, 2005; Gasman, 2004). In short, this study is the only known study at a small private college on this topic. With this gap in the research, higher education leaders will struggle to make informed, data-supported decisions. To help alleviate some of this struggle, this study investigated how tenured faculty conceptualize their participation in academic fundraising and explored how the lens of academic citizenship helps explain these perspectives. The qualitative single-case study design allowed the researcher to capture rich data about faculty perspectives within the research setting (Merriam & Tisdell, 2016). Given the current financial state of higher education, the call to institutional leaders for viable solutions, and the lack of literature on the topic, the significance of this study cannot be underestimated.

This chapter has established a foundation for and communicated the value of the study. Further, this chapter introduced the research problem; clarified the purpose; summarized the higher education context; introduced the research questions, theoretical lens, important terms, and methodological design; and articulated the study’s significance. The next chapter expounds on the study’s value by considering literature on the evolving role of faculty and on the engagement of faculty in fundraising. The chapter concludes with a consideration of the academic citizenship theoretical lens. The third chapter provides a more detailed description of the methodology, including the study’s settings and participants, the data collection methods and analysis framework, the researcher’s positionality, and the study’s limitations. Chapter Four presents the study’s key findings, which include three discoveries relevant to each of the two research questions. Finally, Chapter Five discusses the findings within the context of relevant research and provides implications for practice and future research. Limitations of the study are also shared.

CHAPTER TWO

LITERATURE REVIEW

To inform my study's purpose of examining faculty perspectives of their participation in academic fundraising while employing the theoretical lens of academic citizenship, this review attempts to achieve two outcomes. Given the scarcity of research around faculty perspectives of their engagement in fundraising, one desired outcome is to expose the gap in the literature while demonstrating how this study helps fill the void. Additionally, the review will provide a research-driven framework for the study's driving questions and overall design. To achieve these goals, this review begins by considering the evolving nature of faculty work in higher education. This starting point aligns with Jones's (1992) recommendation to investigate the role of faculty prior to engaging them in fundraising efforts. This consideration allows the researcher to understand how faculty might view their institutional roles and how this view might influence faculty perspectives of their participation in fundraising. The review then transitions to the limited research on the engagement of faculty in fundraising, both as donors and as fundraisers. The literature review concludes with an examination of academic citizenship as a theoretical model for the study. This model's attention to faculty perspectives about their institutional roles and responsibilities (Macfarlane, 2007b) aligns well with the study's overall purpose and design. In summary, this comprehensive analysis validates the study's principal purpose by exposing relevant gaps in the literature.

The Role of Faculty

To better understand how faculty conceptualize their role in the academy, especially around the notion of academic fundraising, this review first considers the nature of faculty work. Throughout the last few decades, many researchers have studied the characteristics of evolving faculty models. Concerns surrounding the budgetary consequences of tenure-track faculty salaries and anxiety around higher education's increasing reliance on contingent faculty make this research timely and significant (Gappa et al., 2007; Kezar et al., 2015; Marcy, 2017; Ward, 2003). In 2009, the National Center for Education Statistics' data revealed that "tenured and tenure-track faculty had declined [from a 1969 measure of 78.3 percent] to 33.5 percent of the professorate and [that] 66.5 percent of faculty were ineligible for tenure" (Kezar & Maxey, 2013, para. 9). A thorough understanding of how these and other contextual factors influence faculty views of their work informed the design of the study. Specifically, this literature helped the researcher understand possible faculty questions and concerns. This section of the literature review begins with an examination of the nature of faculty work and closes with an investigation of the service aspect of the faculty role. This investigation of faculty service includes a consideration of the relationship between faculty service and gender.

The Nature of Faculty Work

The key studies on faculty work outline the primary roles faculty are expected to fill and note the stress and tension that, at times, accompany the management of these complex roles (Bland et al., 2006; Boyer, 1990; Gappa et al., 2007; Kezar et al. 2015; Sandquist et al., 2013). Throughout the research, the foremost faculty roles are teaching, research, and service (Bland et al., 2006; Boyer, 1990; Kezar et al. 2015; Sandquist et al., 2013). While considering the intricacies involved with these roles, some studies found that faculty desire to make their work more manageable through role clarity and meaningful role integration (Boyer, 1990; Gappa et al., 2007; Kezar et al., 2015). The literature also discloses a general increase in demands on faculty time (Bland et al., 2006; Gappa et al., 2007; Ziker, 2014). This growing time burden further aggravates faculty members' abilities to balance their professional expectations (Bland et al., 2006; Gappa et al., 2007; Ziker, 2014).

Among these various studies, none consider how faculty feel about an additional faculty role. As expected, fundraising is not contemplated as a component of faculty work. This result is unsurprising because, as Drezner (2013) explained, the body of research on post-secondary philanthropy and fundraising in general is quite young. Moving beyond the general research base to more targeted studies on faculty engagement with fundraising reveals even more gaps in the literature. That said, the research around faculty work provides a fitting foundation for the study's purpose aimed at considering faculty perspectives about a particular aspect of their work.

This contemplation of the nature of faculty work begins with Boyer's (1990) research. Although published 28 years ago, Boyer's (1990) seminal study on the professoriate in American higher education provides a solid foundation for considering faculty work. His research has helped many institutions shape faculty responsibilities and has influenced many contemporary studies (Bland et al., 2006; Kezar et al., 2015; Ward, 2003). Although most studies in this review occurred post 2001, this literature review would be incomplete without a consideration of Boyer's research.

For his study, Boyer (1990) investigated data provided by The Carnegie Foundation for the Advancement of Teaching's 1989 national survey of faculty. From the data, Boyer (1990) concluded that as faculty try to balance teaching, research, and service "a wide gap exists between the myth and the reality of academic life" (p. 15). The study emphasized the tension between these three aspects of faculty work and found that promotion and tenure processes seldom granted equal value to these components (Boyer, 1990). Given this faculty workload reality, Boyer (1990) argued for a broad definition of scholarship that promoted interconnectivity between the components of faculty work. Additionally, Boyer (1990) noted that, although published research is often used to measure faculty effectiveness, most faculty believed that quality of teaching should be the leading standard for promotion. Regarding service, Boyer (1990) argued that this component seemed to be a “catch all” category that was undervalued by evaluation protocols (p. 36). In response to the data, Boyer (1990) argued for a change to the traditional triad of teaching, research, and service. However, this three-part model has continued to dominate faculty promotion processes on many campuses and has maintained its relevance in more recent research (Bland et al., 2006; Kezar et al., 2015; Ward, 2003).

Bland and her colleagues’ research signifies one such study. Like other researchers (Kezar & Maxey, 2013; Kezar et al., 2015; Marcy, 2017), Bland et al. (2006) observed that many post-secondary institutions are hiring more and more contingent faculty to fill positions once held by tenured faculty. However, Bland et al. (2006) argued that little attention had been given to the consequences of these hiring choices on key environmental factors, such as faculty dedication and productivity. Bland et al. (2006) aimed to address this very issue. The design of their study involved analyzing the 1999 National Center for Education Statistics’ National Study of Postsecondary Education data from 5,226 full-time faculty at research and doctoral institutions (Bland et al., 2006). The findings revealed that faculty at research and doctoral institutions spent the largest percentage of their time on teaching. Additionally, the researchers found that tenured faculty, when compared to non-tenured faculty, produced more peer-reviewed research and grant proposals, engaged in more service commitments, and spent more time working in general (Bland et al., 2006). Overall, the study’s findings revealed that full-time tenured faculty, when compared to all other faculty groups, were more productive in the areas of research and teaching and were more committed to their work (Bland et al., 2006).

Although Bland et al.'s (2006) study focused on faculty data from research and doctoral institutions only, the findings aligned with Boyer's (1990) research in noting the importance of the teaching aspect of the faculty role. However, neither Boyer (1990) nor Bland et al. (2006) considered how faculty believed this finding influenced other aspects of their work. Furthermore, their methodologies did not allow for follow-up questioning to gather respondents' comprehensive feelings, thoughts, and experiences about the evolving nature of faculty work (Bland et al., 2006; Boyer, 1990).

Nevertheless, Bland et al.'s (2006) themes around faculty productivity and work time have surfaced in other studies. One such study was conducted by Gappa et al. (2007). In 2007, Gappa and her colleagues published four-years of intensive research on faculty work. The researchers used a "combination of advisory groups, literature review, data analysis," personal experiences, and online and document analyses to inform their comprehensive study (Gappa et al., 2007, p. xviii). Like Bland et al. (2006), Gappa et al. (2007) discovered that the faculty workforce was shifting from mostly tenure-track faculty appointments to mostly non-tenure-track positions. Further, data revealed that full-time tenured or tenure-track faculty struggled to balance work with life priorities. One noted reason for this struggle was the lengthening of the faculty workweek. The researchers further discovered that this lengthening coincided with elevating "faculty stress levels" (Gappa et al., 2007, p. 110). In summary, the study revealed that over time more and more faculty were becoming less satisfied with their work.

Gappa et al.'s (2007) research as well as Bland et al.'s (2006) findings remind educational leaders and researchers that they should approach conversations around added faculty responsibilities, such as fundraising, with sensitivity. One reason for this careful approach is that tenured faculty may already be managing complex roles (Gappa et al., 2007;

Bland et al., 2006). To this point, neither Bland et al. (2006) nor Gappa et al. (2007) considered faculty responses to institutional directives that increase demands on faculty time.

Continuing with this concept of faculty time, survey research conducted by Kezar et al. (2015) provided more context around the changing nature of the professoriate and captured some data on the issue of institutional demands on faculty time. The study gathered perspectives from various stakeholders about factors associated with faculty work (Kezar et al., 2015). Administrators, board members, accreditors, policymakers, and faculty from various institutional types participated in the study (Kezar et al., 2015). Kezar et al. (2015) found that the 1553 respondents shared a strong commitment to full-time faculty positions. However, findings revealed that these faculty positions were inconsistently defined (Kezar et al., 2015). For example, in some cases, teaching faculty positions differed from research faculty positions. Given the findings of the study and the financial struggles facing most of higher education, the researchers predicted that a "largely tenure-track faculty model is highly unlikely" to reemerge (Kezar et al., 2015, p. 1).

In considering tenure-track faculty models, a key finding of Kezar et al.'s (2015) study revealed that faculty were not interested in creating more alignment between their work and institutional and departmental priorities. Conversely, board members, provosts, and deans were interested in this alignment (Kezar et al., 2015). Kezar et al. (2015) noted that, regarding faculty work, "we may find in the future that the imbalance, if there is one, has moved from an overemphasis on individual priorities to an overemphasis on institutional priorities" (p. 12). Undoubtedly, the study's key stakeholders were not in agreement on the focus of faculty work (Kezar et al., 2015).

Furthermore, Kezar et al. (2015) discovered valuable contextual elements that may influence faculty conceptualizations of their participation in academic fundraising activities. For example, like Bland et al.'s (2006) study, tenure-track faculty pathways were defined by key stakeholders in terms of teaching, research, and service (Kezar et al., 2015). As the researchers expected, perceived value attributed to these three aspects differed by stakeholder position and institutional type (Kezar et al., 2015). For example, at large research-intensive universities, the faculty promotion process often valued research and associated recognition over teaching and service. This prioritization was uncommon at more teaching focused institutions. Also, Kezar et al.'s (2015) data exposed some agreement around the idea of dissolving the prominence of all three roles within a single faculty position. Like Boyer (1990), most stakeholders desired more integration across the three roles of research, teaching, and service (Kezar et al., 2015). In other words, most groups in Kezar et al.'s (2015) study saw benefits to allowing specific activities to fit into more than one faculty role, or participants expressed advantages to eliminating completely the three distinct roles.

To extend the discussion of these three prominent faculty roles, the following study engaged three full-time professors from small private colleges in the United States (Sandquist et al., 2013). Each wrote a narrative about a typical faculty workweek (Sandquist et al., 2013). Sandquist participated during his second year as a faculty member and noted that most of his time was committed to teaching and course prep (Sandquist et al., 2013). Sandquist reported that he had not yet engaged in time-intensive service roles or research (Sandquist et al., 2013). Romberg, a mid-career tenured faculty participant, noted a different experience. She served on various time-intensive committees and struggled to balance her teaching and research responsibilities (Sandquist et al., 2013). Yancey, a long-time tenured faculty member, concluded that much had changed in the 30-plus years he had been a professor (Sandquist et al., 2013). He noted that increasing expectations around student engagement and faculty scholarship had generated more demands on his time (Sandquist et al., 2013). Additionally, he felt veteran faculty, when compared to newer faculty, were more engaged in service and less engaged in research (Sandquist et al., 2013). Throughout the three narratives, the faculty referenced teaching, research, and service, thereby clearly communicating a three-part conceptualization of their faculty roles. This perspective aligns with the traditional constructs noted in prior research about faculty work (Bland et al., 2006; Boyer, 1990; Kezar et al., 2015). However, the narratives revealed that the proportions of teaching, research, and service within the faculty role fluctuated throughout a professor's tenure (Sandquist et al., 2013). Finally, although this study's methodology was not as robust as others in this review, the narratives provided helpful perspectives from faculty at small private institutions.

Using a more robust methodological approach, Ziker (2014) conducted the initial phase of a study on faculty time allocation using a convenient sample of 30 faculty at Boise State. Ziker (2014) and his research colleagues "used a modified version of the 24-hour recall technique" to gather data on faculty activities (para. 16). They discovered that faculty participating in the study worked an average of 61 hours each week (Ziker, 2014). However, they were surprised to discover that "faculty spent approximately 17 percent of their workweek days in meetings" (Ziker, 2014, p. 22). Meetings ranged from committee meetings to student advising appointments (Ziker, 2014). Desiring to understand this finding and others, Ziker (2014) and his colleagues posited that more data are needed to better comprehend the realities of faculty work. One place to begin this deeper investigation includes faculty service, a repeatedly nebulous aspect of faculty work (Boyer, 1990; Ward, 2003) and one closely related to Ziker's (2014) research. The following section considers this specific component.

A Component of Faculty Work: Service

As discovered in the prior section, many practitioners and researchers have divided faculty work into three categories (Bland et al., 2006; Boyer, 1990; Kezar et al., 2015; Sandquist et al., 2013; Ziker, 2014). Within this defined triune model, service seems to be the most misunderstood component (Boyer, 1990; Ward, 2003). In his study, Boyer (1990) argued that service emerged as an undefined and undervalued component of faculty work. As the following studies will demonstrate, Boyer (1990) is not alone in this assertion. Porter (2007) and Ward (2003) both found that faculty often spent significant time engaged in service-related work. In sum, research reveals that faculty service is a time-consuming conundrum.

In her 2003 monograph, Ward argued that "because service is vaguely understood and defined, it is often viewed as less meaningful and important than the more easily defined (and rewarded) roles of teaching and research" (p. 2). Although service is rarely rewarded, Ward (2003) posited that this aspect of faculty work requires substantive faculty time. Additionally, Ward (2003) noted that faculty have struggled to measure service activities. This struggle has resulted in challenges during promotion and tenure reviews (Ward, 2003). To help mitigate these challenges, Ward (2003) recommended that institutions clearly define faculty service, thereby helping faculty both engage in meaningful opportunities and balance service with teaching and research.

Although Ward (2003) considered the comprehensive notion of faculty service, Porter's (2007) quantitative study focused on faculty committee participation, a specific aspect of internal faculty service. Porter (2007) used the 1999 National Study of Postsecondary Faculty survey data, the same data used by Bland et al. in their 2006 study. When considering faculty committee service, Porter's (2007) analysis revealed that minimal difference existed between "females and faculty of color and White, male faculty" (p. 536). However, length of service seemed to have a greater influence on committee participation than either gender or race/ethnicity (Porter, 2007). Veteran tenured faculty engaged in more committee work than pre-tenured or newly tenured faculty (Porter, 2007). This finding aligns with Yancey's experience recorded in Sandquist et al.'s (2013) research. Studies consistently revealed that, although an ill-defined aspect of faculty work, service often manifested as a significant time commitment for faculty (Sandquist et al., 2013; Ward, 2003; Ziker, 2014).

Faculty service and gender. This issue of faculty time has manifested in other ways throughout the literature. One relevant example involves studies focused on faculty service and gender disparities. Although Porter's (2007) study on faculty committee participation revealed little difference between males and females, other studies have found notable differences between male and female faculty service engagement. For example, when disaggregating the data by faculty status or service type, the following studies found clear differences between genders. When comparing faculty at the associate professor rank, Misra et al. (2011) found differences in the time faculty spent in service activities. Further, unlike Porter's (2007) study on committee work, a type of internal faculty service, both Guarino and Borden's (2017) and O'Meara's (2016) studies reported significant differences between male and female faculty when targeting internal faculty service. Given the nuanced approach to this research, these studies help craft a clearer picture of the relationship between faculty service and gender.

In their 2008-2009 study at the University of Massachusetts Amherst, a research-intensive university, Misra et al. (2011) found minimal differences between male and female service hours among the faculty ranks of lecturer, assistant professor, and full professor; however, the associate professor data revealed a different story. Via surveys and focus groups, the researchers engaged with 350 faculty and discovered that women, when compared to men, at the associate professor rank worked about the same amount of time overall but spent approximately five hours more per week on faculty service in general (Misra et al., 2011). Specifically, this same group of women "spent much more time on service to the university (11.6 hours versus 7 hours)" (Misra et al., 2011, para. 11). The males and females at the associate professor rank spent comparable hours serving their professions, which was considered a more prestigious form of faculty service (Misra et al., 2011).

Like other studies (Boyer, 1990; Sandquist et al., 2013; Ward, 2003; Ziker, 2014), the researchers noted issues around the extensive time demands of faculty service and the seemingly diminutive value of service, especially on-campus service, in the promotion and tenure process. Misra et al.'s (2011) research revealed that "most associate professors viewed service as impinging on their time" (para.13). This was especially true among female associate professors who saw their time doing service as taking away from their time to conduct research, which was a critical step in the journey to promotion (Misra et al., 2011). Faculty carrying heavy service loads expressed frustration with colleagues who did not help carry the weight (Misra et al., 2011). This datum led the researchers to question why faculty engaged in this time-intensive, undervalued work (Misra et al., 2011). They discovered that faculty were engaged in on-campus service work because they believed it was "vital to the running of the university and believe[d] students [would] suffer if is [was] not done" (Misra et al., 2011, para.18).

Unlike Misra et al.'s (2011) study where a difference in service participation between genders was not revealed until the researchers disaggregated the data by faculty rank, Guarino and Borden's (2017) research discovered that "on average, women report doing more service than men more or less across the board, regardless of the type of service" (p. 679). Guarino and Borden (2017) gathered data from the 2014 Faculty Survey of Student Engagement, which included tenured and tenure-track faculty responses from 143 four-year institutions, and from 1378 faculty responses on "online faculty yearly activity reports. . . at two large research intensive campuses for a large, Midwestern university" (pp. 678-679). The researchers found that the difference between the average amount of service performed by women and men was statistically significant for both data sources (Guarino & Borden, 2017). In both cases, women were doing more service activities and spending more time on these activities (Guarino & Borden, 2017).

Unlike Misra et al. (2017), Guarino and Borden (2017) did not consider results across faculty ranks. However, they used Ward's (2003) definitions to distinguish between external and internal faculty service. The researchers found that "women perform[ed] significantly more internal service than men, particularly in service to the campus" (Guarino & Borden, 2017, p. 673). The data further revealed that female faculty engaged not only in more internal service, but they engaged more often in specific campus-wide service activities such as "committees, faculty councils, task forces, [and] projects . . ." (Guarino & Borden, 2017, p. 682). The researchers posited that gender imbalances in faculty service loads existed and were primarily motivated by faculty participation in internal, as opposed to external, service activities (Guarino & Borden, 2017). This discussion around on-campus or internal service was a key point in both Misra et al.'s (2011) study and Guarino and Borden's (2017) research.

In accordance with this theme of internal service, O'Meara (2016) added a qualitative study to the literature base. O'Meara's (2016) research on faculty thoughts about their service roles focused entirely on internal service. O'Meara (2016) noted that various studies had already examined external faculty service. The key aim of O'Meara's (2016) single-case study was to understand if gender differences existed in how faculty thought about campus service at a large research university. To address this aim, O'Meara (2016) and her research assistants conducted semi-structured interviews with 88 faculty. Findings revealed that "there were discernible gender differences in the ways men and women thought about campus service" (O'Meara, 2016, p. 15). Female faculty described campus service in community-oriented terms, like those described in Misra et al.'s (2011) study (O'Meara, 2016). They used phrases like "being a good civic member," "sense of mission," "communal reasonability," and "commitment" (O'Meara, 2016, pp. 17, 19). Male faculty tended to frame internal service as campus issues and something they wanted to avoid (O'Meara, 2016). The key benefit of this study is that O'Meara (2016) collected faculty thoughts about their on-campus work rather than relying solely on survey responses stemming from faculty recall of service activities and time spent engaged in these activities. In sum, this review of faculty service offers richness to the discussion around faculty work and provides a foundation for this study's focus on a specific type of internal faculty service.

This examination of the complex post-secondary faculty role reminds researchers and practitioners that they should attend to the evolving, sometimes vague, nature of faculty work and should be sensitive to increasing pressures on faculty time (Bland et al., 2006; Gappa et al., 2007; Sandquist et al., 2013; Ziker, 2014). Further, the literature clearly reveals the differing nature of faculty service throughout the faculty lifespan and within gender roles (Guarino & Borden, 2017; Misra et al., 2011; O'Meara, 2016; Porter, 2007; Sandquist et al., 2013). These considerations of faculty service resonate with this study because one logical conclusion defines faculty participation in academic fundraising as a component of on-campus faculty service. In sum, faculty perspectives of their overall work (Boyer, 1990; Bland et al., 2006; Gappa et al., 2007), their commitment to teaching (Boyer, 1990; Bland et al., 2006), their trust in their administrators (Kezar et al., 2015), their gender (Guarino & Borden, 2017; Misra et al., 2011; O'Meara, 2016), and their perception of existing demands on their time (Bland et al., 2006; Gappa et al., 2007; Guarino & Borden, 2017; Misra et al., 2011; Sandquist et al., 2013; Ziker, 2014) may influence how faculty view their participation in academic fundraising.

Faculty Engagement in Higher Education Fundraising

The research around the nature of faculty work helps generate a deeper understanding of the factors that may be affecting this study's faculty participants. The literature introduced the dominate three-part model for defining faculty work and the cloudiness around the faculty service aspect of this triune model. This consideration of faculty work provides a context for the following section, which transitions to faculty participation in fundraising initiatives. Since peer-reviewed literature is less prevalent on this topic, published dissertations by March (2005) and Piazza (2008) and a master's thesis by Dubé (2005) help inform this study.

This section encompasses emerging research around faculty as donors and as fundraisers. Considering both roles adds value to the study as Dubé (2005) argued that donors and fundraising volunteers share many similarities. Considering faculty as donors creates a clearer picture of faculty engagement in one aspect of the fundraising process and signifies one area of fundraising in which some faculty already engage. With regards to faculty acting as fundraisers, research from an HBCU and an international institution provided helpful findings. A recursive scan of the literature did not reveal any studies on faculty participation in fundraising in the context of small private institutions.

Faculty as Donors to the Institution

The research on faculty donors reveals that faculty give to their employing institutions for varying reasons. Some give because of a deep connection or loyalty to the institution (Holland & Miller, 1999; Knight, 2003), because of a personal connection with a solicitor (March, 2005), or because of alignment between institutional mission and donor interests (Byrne, 2005; Shaker, 2013). Research also reveals that some faculty give because they have a desire to advance their own academic department or personal institutional cause (Byrne, 2005; Knight, 2003, March 2005). In these latter instances, giving becomes an opportunity for faculty to further their personal interests.

In reviewing the limited body of literature on faculty as donors, no evidence of faculty members' feeling coerced to participate in campus giving programs was found. However, the increasing pressures on faculty time and the declining number of tenure-track positions are generating stress and dissatisfaction among faculty (Bland et al., 2006; Gappa et al., 2007; Ziker, 2014). This reality raises a question about the future results of faculty giving to their employing institutions, especially given the connection between institutional loyalty and faculty donors.

In considering faculty as donors, most of the research originates from the 21st century. However, the review begins with Holland and Miller's (1999) peer-reviewed work from the last century as their study has been referenced in more recent research. Holland and Miller (1999) posited that the value of their study rested on the escalating need for higher education leaders to diversify donor markets. They explained that this need for diversification had resulted from diminishing state and federal dollars (Holland & Miller, 1999). Per more recent reports, these industry-wide conditions have not changed in the subsequent years since Holland and Miller's study (Docking & Curton, 2015; Lindsay, 2016; Olson, 2006).

Holland and Miller (1999) noted the absence of research on the reasons faculty donate to their employing institutions. To help fill this gap, they developed a validated survey instrument to collect data from full-time faculty donors at three different institutions: a liberal arts institution, a comprehensive institution, and a research university (Holland & Miller, 1999). Across the three institutions, a total of 207 surveys were returned for a response rate of 67.6% (Holland & Miller, 1999). As part of the survey, Holland and Miller (1999) provided a list of 33 possible reasons why faculty might donate to their employing institutions. Once they analyzed the data, the researchers discovered little agreement among faculty respondents about why they give (Holland & Miller, 1999). Holland and Miller (1999) noted that "only one motivator of the 33 was agreed to by any of the faculty groups (institutional loyalty . . .)" (p. 13). Therefore, they concluded that either faculty lacked an understanding of what motivated their giving or the existing body of research inadequately explained possible motivational factors (Holland & Miller, 1999). Ultimately, Holland and Miller's (1999) study found only one reason that faculty give to their employing institutions: loyalty to their workplace.

To more fully explore why faculty and staff donate to their employing institutions, Knight's (2003) research aimed to expand Holland and Miller's (1999) survey study, which, per Knight (2003), was the only existing relevant study at the time of his literature scan. Knight (2003) conducted his study at Bowling Green State University. The study's design included a review of employee giving records and interviews with 12 full-time faculty (Knight, 2003). The quantitative phase revealed that employees classified as alumni/ae and previous donors, those living in the community, and those with higher salaries and longer terms of service were more inclined to give (Knight, 2003). Like Holland and Miller (1999), Knight (2003) discovered that length of faculty service at the institution positively correlated to interest in giving. Additionally, in alignment with Holland and Miller, faculty interviews revealed that some faculty "chose to participate because they . . . [had] a strong allegiance [to the institution] and [felt] connected to the university" (Knight, 2003, p. 227). However, faculty also noted that they were more excited about giving to needs within their academic departments than to the institution's annual fund (Knight, 2003).

Like Knight (2003), Byrne (2005) focused on employee giving at one university. However, Byrne's (2005) case study focused less on the individual factors that influenced faculty giving and more on the contextual factors that influenced employee giving. Like Knight (2003), Byrne (2005) found that donors wanted some control over their gifts. Specifically, donors wanted to direct gifts toward causes of personal interest (Byrne, 2005). Also, donors wanted to witness the effects of their financial engagement. Finally, employee donors were motivated by strong leadership and intuitional commitment to the mission. Byrne's (2005) case study provided examples of various cultural characteristics that motivated employee giving in the research context.

To continue this thread of contextual influencers of faculty and staff giving, March's (2005) dissertation study used a web-based questionnaire to gain information from 164 faculty and staff working at public institutions in the United States and its territories. Like Byrne (2005), March (2005) found that participants appreciated personal connections with solicitors. Kolmerten (2003), Hodson (2010), and Weidner (2008) also argued that these personal connections resonate with other donors and represent one key reason faculty should participate in academic fundraising. Furthermore, like Knight (2003) and Byrne (2005), March (2005) discovered that faculty and staff prefer to financially support specific causes as opposed to the institution’s general annual fund. For example, in March’s (2005) study, academics and student scholarships rose to the top of the list of donor preferences.

Using a different methodological approach, Shaker (2013) published a phenomenological study of faculty donors at a large, urban university. Shaker (2013) utilized interview data from ten individual faculty donors to better understand the relationship between academic citizenship and faculty financial giving. Giving was one of many ways faculty participants exhibited their commitment to their professional responsibilities and demonstrated academic citizenship (Shaker, 2013). Additionally, Shaker identified each faculty participant as an active academic citizen whose financial giving was influenced by the university’s urban mission (Shaker, 2013). Like Byrne’s (2005) findings, Shaker’s (2013) results revealed the importance of mission alignment with faculty donors’ gifting interests.

This collection of literature helps provide a rich understanding of faculty perspectives of their roles as donors to their employing institutions (Byrne, 2005; Holland & Miller, 1999; Knight, 2003; March, 2005; Shaker, 2013). By employing Dubé’s (2005) logic that donors and fundraising volunteers share similar characteristics, this literature helps the researcher better understand faculty preferences and general campus characteristics that may influence how faculty view their roles not only as donors but also as fundraisers. This review now transitions to narrow the focus on faculty as fundraisers.

Faculty as Fundraisers for the Institution

The research about faculty as fundraisers was conducted either within a context unlike that of this study or with academic deans instead of faculty. Whereas the current study occurred at a small private, four-year college in the Midwest, the following literature resulted from studies at an HBCU and at an international institution. The third and final study focused on deans instead of faculty. Two of the three studies in this section identify as a doctoral dissertation or a master's thesis. Nonetheless, this literature informed the study by revealing the existing body of research most aligned to the study's purpose.

Faculty fundraising at an HBCU. Gasman's (2004) qualitative interview study focused on the engagement of faculty in fundraising at public and private black colleges. Given the lack of research-driven discussion on the participation of faculty in fundraising, Gasman (2004) designed the study to initiate a body of literature. Gasman (2004) interviewed 40 participants including administrators, faculty, and alumni. Only eight of the 40 identified as faculty; therefore, much of Gasman's (2004) data emerged from non-faculty perspectives of faculty engagement in fundraising. Findings revealed that some development officers considered faculty troublesome (Gasman, 2004). Conversely, others noted possible benefits of engaging faculty in fundraising initiatives (Gasman, 2004). These latter administrators commented on the strong relationships faculty often developed with students who became future donor prospects. Additionally, Gasman (2004) found that some faculty wanted no involvement with fundraising activities. In sum, Gasman (2004) used her data to consider viable opportunities for engaging HBCU faculty in the solicitation of donor funds.

Faculty fundraising in an international setting. Dubé's (2005) master's study transitions the examination of literature from an HBCU to an international setting. Using an action research design, Dubé (2005) investigated strategies for engaging staff, faculty, and alumni/ae as fundraising volunteers at Royal Roads University. Royal Roads University (n.d.) is a public university in Canada that delivers an online learning experience with brief residency periods. By collecting data from various focus group discussions, Dubé (2005) discovered that many faculty participants were open to engaging in fundraising efforts. The researcher noted that faculty reasoned their close relationships with former students could help development officers connect with donors (Dubé, 2005). A similar finding was noted in Gasman's (2004) research. Furthermore, in alignment with the research on faculty donor preferences (Byrne, 2005; Holland & Miller, 1999; Knight, 2003; Shaker, 2013), Dubé (2005) found that faculty passion for the institution's mission and direction appeared to stimulate faculty interest in assisting with fundraising efforts. However, faculty remarked that training, guidance, recognition, and leadership further influenced their excitement (Dubé, 2005). Also, faculty argued that time is the most significant barrier to their engagement with fundraising. Concerns about faculty time have been noted in various other studies related to faculty service (Bland et al., 2006; Gappa et al., 2007; Misra et al., 2011; Sandquist et al., 2013; Ziker, 2014).

Academic deans' perspectives on fundraising. Instead of considering faculty perspectives, Piazza's (2008) dissertation study explored academic deans' "experiences, attitudes, and perceived competencies" related to fundraising responsibilities (p. 3). Although this study strays from the review's persistent focus on faculty perspectives, the qualitative design and emergent findings provided some guidance for this study. Furthermore, academic deans are usually former faculty members. Piazza (2008) conducted interviews and focus groups with deans at comprehensive institutions in the Northeast. Through these methods, Piazza (2008) found that most academic deans were disinterested in fundraising because of feelings of inadequacy or because of a distaste for soliciting funds. Dubé (2005) found similar feelings of inadequacy among faculty. Piazza (2008) also found that academic deans were concerned about available time to do fundraising effectively. Faculty reported similar concerns about time pressures in studies about faculty roles and about faculty participation in fundraising (Bland et al., 2006; Dubé, 2005; Gappa et al., 2007; Misra et al., 2011; Sandquist et al., 2013; Ziker, 2014).

Although most deans were not excited about the inclusion of fundraising responsibilities in their job descriptions, they recognized the need for higher education to improve revenue streams (Piazza, 2008). Although Piazza's (2008) study focused on academic deans, some of the key findings aligned with other studies regarding faculty work (Bland et al., 2006; Dubé, 2005; Gappa et al., 2007; Misra et al., 2011; Sandquist et al., 2013; Ziker, 2014).

In summary, this segment of the review unveils the gap in the literature the current study aimed to fill. The dearth of literature on faculty participation in fundraising at small private institutions supports the significance of the study. Like Gasman (2004), I aimed to initiate a body of research for a given campus context. However, unlike Gasman's (2004) study involving various stakeholders, this study provided in-depth data on faculty perspectives of their engagement in fundraising initiatives. Data from other stakeholders were not gathered. To help examine these data around faculty perspectives, especially those connected with internal faculty service, the study followed Shaker's (2013) lead and employed the theoretical lens of academic citizenship (Burgan, 1998; Macfarlane, 2005, 2007a, 2007b; Shaker, 2013; Thompson et al., 2005). The final section of the literature review describes this lens.

Theoretical Lens: Academic Citizenship

Academic citizenship, specifically the campus-based moral and social responsibility aspects, served as the theoretical lens for the study. This lens was chosen for a few key reasons. I sought to extend Shaker's (2013) research by determining if faculty acting as fundraisers, rather than donors, was an expression of faculty members' academic citizenship. In following Shaker's (2013) example, this study involved faculty participants who had already engaged in fundraising activities. Also, this lens was chosen because Macfarlane's (2007a, 2007b) perspective of the theoretical framework's core originated from research on faculty service responsibilities. As the literature review reveals, the service component of faculty work emerged as the most relevant to academic fundraising activities (Gasman, 2004; Macfarlane, 2005, 2007a, 2007b; Ward, 2003). Finally, the campus-based social and moral responsibility aspect of this lens resonated with the study's purpose because it allowed for the consideration of faculty perspectives of their on-campus obligations (Macfarlane, 2007b).

To consider this chosen theoretical framework, this review begins with a definition of academic citizenship, progresses to a development of the theory, and concludes with the framework's application to the study. Of note, with regards to application, this lens was used to guide the study's design, including protocol development, data coding, and data analysis.

Definition of Academic Citizenship

To more readily understand this theoretical model, the term must be defined. However, various definitions of academic citizenship exist (Macfarlane, 2005, 2007a, 2007b; Plater, 1998; Shaker, 2013; Thompson et al., 2005). Some definitions focus on faculty members' commitment to the public good whereas others focus on tenure status and academic freedom (Plater, 1998; Shaker, 2013; Thompson et al., 2005). However, for this study, Macfarlane's (2005, 2007a, 2007b) categorization of academic citizenship informed the theoretical lens.

Macfarlane (2005) noted that "the role of university academic staff is rarely expressed in terms of their citizenship or 'service' role" (p. 299). Faculty usually understand their role in terms of the other two primary components, which are teaching and research (Macfarlane, 2005, 2007b; Ward, 2003). However, various researchers have argued that careful attention to all aspects of faculty work promote overall community well-being (Boyer, 1990; Thompson et al., 2005; Ward, 2003).

Unlike Boyer (1990), Macfarlane (2007b) posited that not all aspects of service need to emphasize scholarship. Macfarlane (2005; 2007a) claimed that the service component of faculty work manifests as a commitment to the success of someone or something beyond the individual faculty member. Within the framework, this commitment has been categorized as a faculty member's dedication to social and moral responsibility (Macfarlane, 2005). Macfarlane (2005) stated that "social and moral reasonability flows from an understanding, and acceptance, of the importance of . . . multiple . . . communities" (pp. 304-305). These communities include the student body, faculty colleagues, the department, the discipline, the broader campus, and off-campus neighbors and partners (Macfarlane, 2005, pp. 304-305). Macfarlane (2007b) and others (Thompson et al., 2005; Ward, 2003) have argued that faculty perspectives of service that align with this social and moral responsibility concept of academic service can advance the overall institution's well-being.

Faculty attention to collective welfare becomes evident in diverse ways. Faculty viewing their work through this lens promote the overall well-being of the institution, define faculty work as shared, and feel a sense of obligation to the communities they serve (Burgan, 1998; Macfarlane, 2007a, 2007b). These faculty often gain respect from all sectors of campus and consider student welfare in all decisions (Burgan, 1998; Thompson et al., 2005). Burgan (1998) explained that academic citizenship means faculty are trusted not only by academic peers but by the entire campus. Simply stated, a commitment to connectedness and well-being within the academic community characterizes this lens (Macfarlane, 2007a, 2007b; Thompson et al., 2005).

Theory Development

Like Burgan (1998), Macfarlane (2005) posited that over time elements of this perspective have become "trivialized as little more than 'administration' rather than essential to the preservation of community life" (p. 299). Various studies have revealed that throughout higher education the service component of faculty work has been inconsistently defined and measured, thereby sending mixed messages to faculty about what is valued (Boyer, 1990; Macfarlane, 2007a, 2007b; Misra et al., 2011; Ward, 2003).

To gather additional data around this uncertain reality, Macfarlane (2007a, 2007b) tested academics' understanding of the terms "academic citizenship" and "service." Macfarlane (2007a, 2007b) conducted in-person interviews and administered a brief questionnaire to more than 30 academic staff of varying disciplines and levels of seniority from institutions throughout the world. He discovered that participants associated "academic citizenship" with community membership and "working beyond the strict confines of contractual obligation[s]" (Macfarlane, 2007a, p. 264). He also found that faculty tended to stratify the importance of their service obligations depending upon perceived value attached by peers and others (Macfarlane, 2007a, 2007b). As Boyer's (1990) and Ward's (2003) research also revealed, many study participants felt their service-related activities were unappreciated (Macfarlane, 2007a). Macfarlane (2007a) discovered that although service appeared in institutional lists of faculty expectations this component of faculty work lacked significance in practice.

Although institutions have struggled to define and recognize faculty service and academic citizenship (Boyer, 1990; Macfarlane, 2007a, 2007b; Ward, 2003), some faculty continue to focus their work on the greater needs of the campus culture (Shaker, 2013). In her study of faculty donors at an urban university, Shaker (2013) discovered that all 10 participants exhibited characteristics of academic citizenship. She categorized her findings into three themes consistent across her study and noted overlap between academic citizenship and financial philanthropic viewpoints (Shaker, 2013). The faculty participants exercised their philanthropic values in accordance with their perspectives about academic citizenship (Shaker, 2013). Stated differently, donating to the institution was one way the faculty in Shaker's (2013) study lived their academic citizenship.

Application to the Current Study

Various aspects of the academic citizenship theoretical lens resonate with the aims of this study. First, the institutional and service-motivated perspectives of this lens align with the topic of the study. Academic fundraising often requires a team approach to goal achievement and benefits not only one academic department but the overall institution's fundraising goals. Therefore, faculty perspectives of their participation in this institutional activity should be well-informed by this theoretical lens. Next, as demonstrated by Macfarlane's (2007a, 2007b) work, this lens is well-aligned with a study about a type of faculty service, fundraising in this case. Finally, this research builds upon Shaker's (2013) study. Instead of considering faculty as donors to the institution (Shaker, 2013), this study explores faculty views of their work in engaging external parties to fiscally support the academic enterprise. In conclusion, the academic citizenship lens provides a relevant framework to help explore and explain faculty views about their role as fundraisers.

Conclusion

In conclusion, this review achieved its two outcomes: (a) providing credible literature to inform the study's overall research design and (b) revealing how the study helps fill significant gaps in the literature. To address the first outcome, the research around the role of faculty provides a helpful context within which to situate fundraising tasks and discloses faculty concerns about increasing responsibilities and demands on time (Bland et al., 2006; Boyer, 1990; Gappa et al., 2007; Kezar et al., 2015; Misra et al., 2011; Porter, 2007; Sandquist et al., 2013;

Ward, 2003; Ziker, 2014). The literature reveals that the faculty workforce is shifting to fewer tenured faculty positions (Gappa et al., 2007; Kezar et al, 2015). This change has ramifications for faculty work and faculty views about their work (Gappa et al., 2007; Kezar et al, 2015). Furthermore, campuses struggle to articulate and manage expectations of faculty service and to adequately reward faculty for their contributions even though service is time consuming (Boyer, 1990; Guarino & Borden, 2017; Misra et al., 2011; Porter, 2007; Sandquist et al., 2013; Ward, 2003; Ziker, 2014). Additionally, on-campus service is perceived as less prestigious (Misra et al., 2011; O'Meara, 2016). However, although the research reveals that faculty do not love service, some do it willingly to assist their institutions and their students (Macfarlane 2005, 2007a, 2007b; Misra et al., 2011; O'Meara, 2016). Therefore, based upon this research, one lingering question for the current study was how will these concerns, ramifications, struggles, and commitments influence faculty perspectives of their engagement with academic fundraising. The study's findings address the various aspects of this literature-driven question while simultaneously sharing comprehensive faculty perspectives about academic fundraising, a type of internal faculty service.

With regards to the second outcome focused on the literature gap, the limited research on faculty as donors and the scarce research on faculty as fundraisers reinforce the need for the study. The research around faculty as donors provides data on faculty views and relevant institutional factors (Byrne, 2005; Holland & Miller, 1999; Knight, 2003; March, 2005; Shaker, 2013). For example, Byrne (2005) and March (2005) noted that faculty enjoyed personal connections with solicitors. However, no research exists to verify whether this relational component, which appears to be important to faculty donors (Byrne, 2005; March, 2005), influences faculty perspectives of their engagement as fundraisers. Additionally, Dubé's (2005) research on faculty as fundraisers provided helpful guidance for the study as Dubé’s (2005) work not only employed a qualitative approach but also considered faculty perspectives about their engagement in fundraising. However, the context of the study was very different. Dubé’s (2005) master’s study occurred outside the United States at an institution with a significant online delivery model (Royal Roads University, n.d.). Like Dubé (2005), Gasman (2004) considered faculty in the role of fundraiser. However, only twenty percent of the Gasman’s (2004) participants were faculty. Neither study, which collectively comprise the currently literature base on faculty as fundraisers, considered faculty as fundraisers in the context of a small private institution in the Midwest. Finally, although Shaker (2013) used the academic citizenship lens to explain faculty donor perspectives and behaviors, the lens has never been employed in a study focused on faculty perspectives of their role as fundraisers for their employing institutions. In sum, as noted by many researchers throughout the review, the body of literature needs more data around faculty engagement in fundraising activities (Drezner, 2011; Gasman, 2004; Holland & Miller, 1999; Knight, 2003).

Lastly, this study’s methodological approach enriches the literature base on faculty work. Throughout the review, survey and database research appear to dominate this literature base (Bland et al., 2006; Boyer, 1990; Guarino & Borden, 2017; Holland & Miller, 1999; Kezar et al., 2015; March, 2005; Misra et al., 2011; Porter, 2007). This qualitative study will expand these quantitative findings by providing a rich description of faculty conceptualizations of their participation in academic fundraising. No prior studies aimed at faculty work appear to address faculty fundraising responsibilities. This study helps fill these numerous gaps in the literature base. Via focus groups and interviews, faculty had the opportunity to share and expand on their thoughts about their on-campus service work and participation in academic fundraising.

CHAPTER THREE

RESEARCH DESIGN

This study's primary purpose was to advance scholarship. As the literature review revealed, this study enriches the literature base not only in content but also in research design. Specifically, when compared to related research, this study focused on the under-researched topic of faculty engagement in fundraising. Furthermore, when reviewing the literature base centered on faculty work, this study employed a less frequently engaged methodological approach. However, in addition to filling a gap in the literature, the study's results may also bridge theory and practice by informing leaders who are considering the involvement of faculty in academic fundraising. Like O'Meara's (2016) study, this research may educate administrators via faculty thoughts. This chapter explains how the chosen research design achieved these aims.

In this chapter, I outline the study's overall research design. I begin with a review of the study's research questions. I then describe the qualitative single-case study methodology for examining these questions. Details about the campus setting follow. Next, the researcher's positionality statement proceeds details about faculty participants, including selection, characteristics, consent, and confidentiality. The following sections cover data collection and analysis. The chapter concludes with an assessment of methodological limitations.

Research Questions

To fill gaps in the research, this qualitative case study addressed the following research questions:

1. How do tenured faculty, who have participated in academic fundraising, at a small private, four-year college in the Midwest conceptualize their participation in fundraising activities?

2. How does the theoretical lens of academic citizenship, specifically campus-based social and moral responsibility, help explain faculty perspectives of their participation in academic fundraising initiatives?

The first question was the study's driving question. As the literature review revealed, qualitative research on faculty perspectives of their role as a fundraiser at a small private college is nonexistent. Additionally, recent activity in the field exposed a need for a deeper understanding of these perspectives (Eckert & Pollack, 2000; Hodson, 2010; Jones, 1992; Lindsay, 2016; Perlmutter, 2016; Weidner, 2008). The second question addressed the study's theoretical framework. This choice of framework was motivated by Shaker's (2013) phenomenological study with faculty donors. The results of Shaker's (2013) study revealed overlap between academic citizenship and financial philanthropic viewpoints. I was curious if this overlap extended to faculty participation as fundraisers, rather than donors, in the philanthropic process. Because all faculty participants had already engaged in fundraising, the academic citizenship lens was appropriate. Furthermore, Macfarlane's (2007a, 2007b) definition of academic citizenship, as outlined in literature review, aligns with a study focused on on-campus faculty service.

Qualitative Single-Case Study Methodology

A qualitative research methodology afforded a fitting approach to address the research questions. In general, qualitative approaches allow researchers to gather rich, descriptive data about participants' experiences that occur within a specified context (Creswell & Poth, 2018; Dubé, 2005; Lochmiller & Lester, 2017; Merriam & Tisdell, 2016). Further, qualitative approaches permit the researcher to collect direct quotations that reveal participants' viewpoints and demonstrate how participants make sense of their experiences (Lochmiller & Lester, 2017;

Merriam & Tisdell, 2016). O'Meara (2016) noted that qualitative approaches are appropriate for studies aimed at understanding how participants construct meaning and make decisions about faculty service. Collectively, these methodological characteristics helped me address the stated research questions and respected my desire to attend to faculty viewpoints. Furthermore, the qualitative design permitted me to enrich the literature base by providing an in-depth view of the issue.

Additionally, this methodological approach, the study's research questions, and the theoretical lens align with my constructivist philosophical perspective (Lochmiller & Lester, 2017). At its core, this perspective "assumes that there are multiple realities that can be studied" and that these realities are constructed via human experiences (Lochmiller & Lester, 2017, p. 13). Therefore, regarding the study's driving questions, I assumed that faculty maintain varied perspectives about their engagement as fundraisers (Lochmiller & Lester, 2017). The theoretical lens supports this assumption. The academic citizenship framework permitted me to explore individual and collective faculty viewpoints about on-campus service responsibilities (Burgan, 1998; Macfarlane, 2005, 2007a, 2007b; Shaker, 2013; Thompson et al., 2005). By its very design, the lens permits the existence of diverse experiences or understandings (Macfarlane, 2005, 2007a, 2007b). Thus, using a qualitative approach and the chosen theoretical lens, I was able to explore diverse views from faculty in the bounded campus setting and was able to examine these views in accordance with the study's driving questions (Lochmiller & Lester, 2017).

To address effectively the study's purpose and driving research questions in a manner that aligns with my philosophical perspective, I employed a single instrumental case study approach (Creswell & Poth, 2018). Via this qualitative approach, I "focus[ed] on an issue . . . and

[use] one bounded case to illustrate this issue" (Creswell & Poth, 2018, p. 100). In this study, the issue centered on tenured faculty perspectives of their engagement with academic fundraising as deliberated through the lens of academic citizenship. The bounded case was a small private, four-year institution in the Midwest. The single-case study approach permitted me to consider contextual elements that may have influenced faculty perspectives while holding the setting constant (O'Meara, 2016; Yin, 2014). As O'Meara (2016) noted, the single-case study approach possesses value because "faculty work choices and experiences of organizational practices are influenced by institutional contexts" (p. 9). Specifically, the case study approach allowed me to consider how faculty perspectives are influenced by contextual factors, such as size, financial health, and intuitional definitions of faculty workload (Boyer, 1990; Byrne, 2005; Dubé, 2005; Knight, 2003; Merriam & Tisdell, 2016; Sandquist et al., 2013; Shaker, 2013; Ward, 2003). Thus, this study permitted me to illustrate the perspectives of faculty surrounding a specific issue at one post-secondary institution (Creswell & Poth, 2018). For these various reasons, a single instrumental case study design helped me successfully realize the study's stated aims.

Campus Setting

This single-case study occurred on the campus of a small private, four-year institution in the Midwestern United States. Although I am familiar with the Midwest and the general context of small private, four-year colleges, my primary reasons for selecting this research setting were reinforced by the literature and key institutional factors.

Rationale

Diminishing student populations resulting in financial losses for small private institutions in the Midwest helped build the case for the chosen setting (Carey, 2014; Docking & Curton, 2015; Marcy, 2017). Practitioners and researchers have asserted that small private colleges have faced extreme pressures in recent years (Carey, 2014; Docking & Curton, 2015; Drezner, 2011, Marcy, 2017). Carey (2014) further noted that small private colleges abound throughout the Midwest and comprise “the largest segment of private institutions of higher learning” in this region (p. 307). However, unfortunately for these institutions, people are leaving the Midwest and moving to the West and Southwest (Marcy, 2017). Additionally, the traditional college-aged student population, which these institutions often serve, is declining (Marcy, 2017). These declines lead to lost tuition dollars (Marcy, 2017). As previously noted, this loss of tuition income can increase pressure on other revenue-generating areas of campus and may influence how administrators make decisions about faculty participation in fundraising (Carey, 2014; Docking & Curton, 2015; Marcy, 2017). For these reasons, I chose a small private, four-year college in the Midwest for the research setting.

I purposefully chose South College [pseudonym] from the institutional options in the Midwest because of emerging faculty concerns about increasing service expectations, which included fundraising. My past experience with small, private colleges in the Midwest alerted me to interesting institutional factors at the chosen research setting. The principal factor was that, within the past five years, development officers have more frequently asked faculty to engage in fundraising initiatives. However, many faculty were unaccustomed to this request because fundraising responsibilities on most small campuses are centralized and managed by professional staff (Drezner, 2011). Another leading factor for choosing this setting concerned faculty navigation of ongoing budget pressures. As the literature reveals, tightening budgets are not only common in today’s fiscally challenging higher education environment but also a persistent concern for small, private institutions (Carey, 2014; Docking & Curton, 2015; Drezner, 2011, Hodson, 2010; Kolmerten, 2003; Lindsay, 2016; Marcy, 2017). Given these relevant institutional characteristics, this setting allowed me to examine the issue and present its complexity (Creswell & Poth, 2018).

Setting Characteristics

However, before examining the study's issue, the characteristics of the bounded case, or the campus setting, must be considered. South College is a small private, regionally accredited institution with more than 10,000 alumni. The college has been affiliated historically with a prominent religious tradition. However, connections to this tradition are not evident on today's campus. For example, students may choose to attend nondenominational chapel services, which are offered on a weekly basis. Furthermore, the majority of students, who have self-identified as Christian, practice a faith tradition different than the one historically linked to the institution.

Full-time undergraduate enrollment sits at a few more than 1000 students while graduate student enrollment holds at approximately 40 students. Thirty-three percent of the undergraduate student body is classified as first generation, and approximately 84% of the student body self-identifies as White. Another 4% self-identifies as African American or Black while the same percentage identifies as multiracial. Most students are first-time, full-time students. The student body is nearly evenly split between males and females. Forty percent of undergraduates participate on one or more of the athletic teams. The institution offers over 50 majors in 25 academic departments and boasts a 12:1 student to faculty ratio.

Another key institutional factor is personnel. The faculty is comprised of approximately 80 individuals. Academic departments range in size from two to eight faculty members. Faculty originate from all over the nation. However, many come from the Midwestern United States. Around 1% of the faculty are alumni/ae of the institution. On a related note, the institution's centralized development staff, including alumni/ae relations, sits at approximately 10 professionals. This group of 10 administers all fundraising tasks, including the management of grant writing, for the entire campus. Like the student body, faculty and staff identify primarily as White.

Researcher Positionality

Tracy and Hinrichs (2017) remind researchers that a clear positionality statement helps enhance the quality of the research. A sincere position statement is essential because in a qualitative study "the researcher is the research instrument; [therefore,] his or her choices, assumptions, and biases are thought to shape how the research is carried out" (Lochmiller & Lester, 2017, p. 95). Thus, the following section conveys how my higher education experience in academic affairs may have enriched or restricted the design of the study (Lochmiller & Lester, 2017). Throughout this study, I consistently approached my role as an educator through the lens of a practitioner-scholar. I believe the design and implementation of the current study sustained this perspective. Although the primary purpose of the study was to enrich the literature base, as a practitioner, I see opportunities to bridge theory and practice.

In describing my positionality, I intend to communicate my relationship with the research setting and faculty participants (Lochmiller & Lester, 2017). I previously worked in higher education for nearly two decades. I recently left the sector to undertake a role in P-12 public education. Although I formerly worked in academic affairs and engaged with faculty daily, I was not involved in faculty promotion and tenure decisions and did not supervise the participants at any point during my employment in the post-secondary environment. My primary work involved curricular reform and support, grant writing and donor stewardship for academic programs, and student engagement in experiential learning opportunities. For example, I assisted faculty with student research project support, professional networking, and study abroad funding. Given these responsibilities, I became familiar with faculty culture, and I understand relevant language regarding faculty workloads and faculty participation in development tasks. I am also familiar with development office work and staff culture. Prior to my current role, for three years, I collaborated with development staff to solidify funders and partners to advance academic fundraising efforts.

Like other institutions in recent years, the senior leadership team at the research setting inquired about the engagement of faculty in academic fundraising. During this same time, I witnessed an increase in the work demands placed on faculty and was curious about their perceived service burden, including fundraising activities. As a whole, faculty appeared overwhelmed with balancing teaching, service, and research responsibilities. Therefore, I was interested in how fundraising interacted with other demands on faculty time and wondered what might stimulate faculty participation in this work. I was curious if faculty members' commitments to their students, disciplines, or institution were influencing their participation in fundraising. These factors motivated me to review the literature around faculty participation in fundraising and to investigate the theoretical lens of academic citizenship, especially as this lens relates to campus-based service. As revealed by the literature review, little research-supported data exist. This discovery inspired me to commence this study as I have witnessed the advantages of engaging faculty in fundraising. Further, I understand that faculty are occasionally needed to communicate credibly the academic experience to interested donors. Nevertheless, because I have witnessed faculty struggling to manage competing demands on their time, I am sensitive to how faculty conceptualize this work within the context of their roles and campus environment. Yet, despite the time demands involved, I assumed faculty desire supplemental dollars for their academic programs and, therefore, see some benefits to this fundraising dialogue.

Throughout the study, I tried to minimize my influence on research participants. I limited participants to those with tenure, which added a layer of protection for faculty who might be threatened by my former role. Again, I have never been involved with promotion and tenure processes and have never supervised the participants. Finally, I fully explained to each participant the risks and benefits associated with the study and reminded faculty that their involvement was voluntary (Lochmiller & Lester, 2017).

In addition to considering how I might influence participants, I reflected on my biases. I employed strategies throughout the study to reduce or eliminate the influence of my biases and assumptions. For example, I piloted all focus group and interview protocols with non-participants (Dubé, 2005). Also, I conducted member checking with faculty participants after focus group discussions, individual interviews, and data analysis (Merriam & Tisdell, 2016). These collective actions help demonstrate my constant efforts to reduce the impact of my biases on the study's design, implementation, and findings.

Participants

In a qualitative study, purposeful sampling allows the researcher to select participants that provide the most beneficial information about the research problem under consideration (Creswell & Poth, 2018). I used purposeful sampling to recruit 16 tenured faculty members who have engaged in some aspect of academic fundraising. According to the academic affairs staff at South College, 16 participants represented 50% of the tenured faculty who have participated in fundraising as defined by this study. Further, 16 participants equated to 41% of the overall tenured faculty body at the institution. I settled on this number because it allowed for substantive engagement from tenured faculty at South College and because 16 was a reasonable number for the scope of the study. To further consider the study's 16 participants, the following sections attend to recruitment, selection, characteristics, consent, and confidentiality.

Recruitment Process and Selection Criteria

After receiving IRB approval on April 2, 2019, from Indiana University, I requested permission from South College's provost and the campus's IRB committee to recruit participants for the study. Within one week, permission was granted via e-mail from both parties. Once I selected participants in accordance with my selection criteria, I recruited faculty via e-mail (Appendix A). Through this process, I informed faculty that the study requested their engagement in one 60-minute focus group, one 45-minute semi-structured interview, and two member checking opportunities. I attached the Informed Consent Statement to the e-mail invitation, which outlined further details about the study (Appendix B). Faculty were asked to review this statement prior to agreeing to participate in the study.

My criteria for selecting faculty participants were the following: tenured faculty status; prior participation in academic fundraising; and diversity across academic departments, length of service, and gender. As I defined my criteria, I considered other forms of diversity, such as race and ability. However, although these types of diversity existed among the available faculty, the numbers were so small that I worried about my ability to maintain participant privacy. For example, for some of these unselected criteria, only one faculty member would have qualified for the designation. Therefore, I attended to other types of diversity when selecting my participants. To protect their privacy, I did not report additional demographical information. Regarding the chosen criteria, I selected all tenured faculty who have participated in fundraising to help alleviate potential faculty discomfort. Thus, I assumed that tenured faculty, because they have more job security when compared to non-tenured or contingent faculty, felt more comfortable discussing both positive and critical aspects of their roles. Additionally, I felt tenured faculty were more likely to stay at the institution.

With regards to the second criterion, Shaker's (2013) research helped me finalize my decision. As I thought more deeply about Shaker's (2013) study of active faculty donors and their academic citizenship, I decided to include "participation in fundraising" as a criterion for participant selection. Interacting with faculty who have participated in academic fundraising allowed me to dig into faculty perspectives, feelings, motivations, and experiences around this work. Additionally, this choice ensured that faculty yet unengaged with fundraising were not pressured by the framework of academic citizenship. Stated differently, I did not want faculty who have not participated in fundraising to feel as though they were perceived as less valued or as unengaged citizens within the campus community.

Although tenure status and engagement with fundraising were held constant, I preferred a mix of faculty across each of the remaining criteria: length of service, gender, and academic department. Sandquist et al. (2013) and Ziker (2014) noted the changing nature of faculty work over time, thereby reinforcing the value of considering faculty length of service. Studies by Guarino and Borden (2017), Misra et al. (2011), and O'Meara (2016) helped drive my decision to include gender as a criterion because their studies found some differences between male and female faculty engagement in faculty service. I chose diversity among faculty departments to help ensure a broad representation of tenured faculty perspectives across the institution. I considered that faculty within the same academic department may have similar or related perspectives. The compilation of these criteria guided my faculty selection and recruitment processes.

Thirty-two faculty at South College were co-identified by one academic affairs staff member and me as both tenured and active fundraisers. I asked an on-campus staff member to assist me in generating a list of relevant faculty as I did not have full access to necessary faculty information. I initiated the recruitment process by inviting 16 from the available 32 faculty to participate in the study. Again, I chose 16 faculty because this number represented 50% of the relevant faculty population and provided a reasonable number of participants for the scope of this study. With my invitations, I aimed for diversity among gender, academic departments, and length of service. When a faculty member declined or failed to respond by the deadline, I moved to the next faculty member on my list. I was mindful of the selection criteria as I sent second and third waves of invitations. In the end, five faculty declined the invitation and three did not response to the invitation. After inviting a total of 24 potential participants, I successfully recruited 16 participants for the study. All participants responded to the invitation via e-mail and accepted the invitation freely. In sum, this group of 16 self-selected faculty allowed me to achieve my desired diversity among length of service, academic department, and gender.

Participant Characteristics

The 16 faculty participants were all tenured faculty who had participated in academic fundraising initiatives at South College. None of the 16 was a South College alumnus/a. Table 1 provides a list of the faculty participants and their associated gender. I have intentionally redacted their associated departments and years of service to preserve the participants' confidentiality. Of the 16 faculty participants, 9 were women and 7 were men.

Table 1

Faculty Participant Information

Participant [Pseudonyms]	Gender
Adrianna	Female
Caroline	Female
Constance	Female
Elaine	Female
Fiona	Female
Gary	Male
Haley	Female
Harris	Male
Jacob	Male
John	Male
Nolan	Male
Paul	Male
Peter	Male
Roslyn	Female
Ruth	Female
Ryan	Female

To help preserve the privacy of the faculty given the size of the institution and the small number of faculty in some of the departments, I grouped related academic departments together. Five of the 16 (31.3%) participants taught in the STEM and health sciences disciplines. Six of the 16 (37.5%) participants taught in the social sciences and communications disciplines. The remaining five of the 16 (31. 3%) participants taught in the humanities and fine arts disciplines. The average length of service was 17 years. Participants' departmental groupings and length of service are visually displayed in Figures 1 and 2. The numbers in parentheses following the category names are the applicable number of faculty participants. The relevant percentages of faculty participants are included in each pie chart.

Figure 1. Faculty Participants' Departmental Assignments

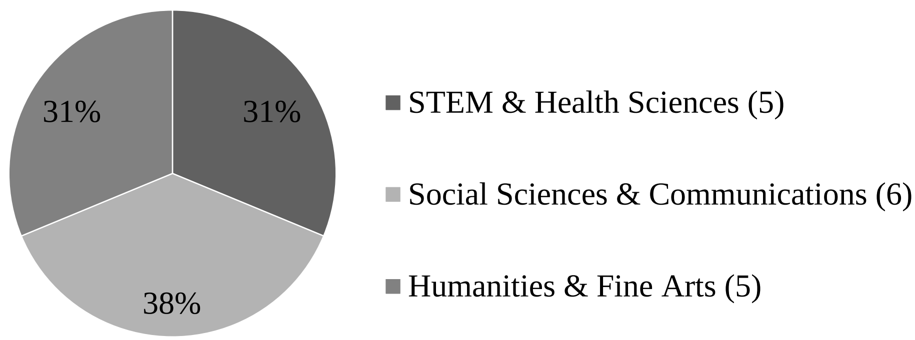
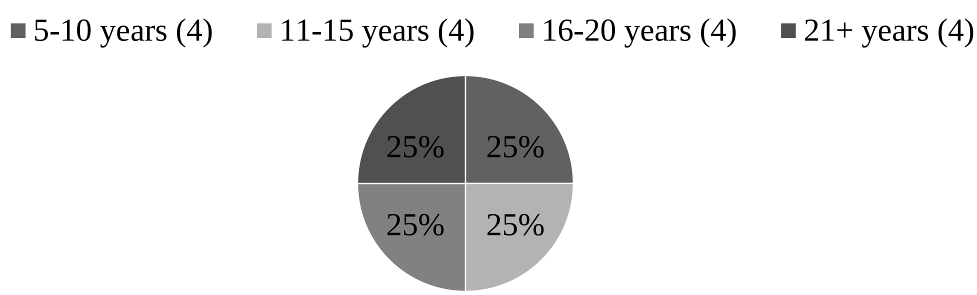


Figure 2. Faculty Participants' Length of Service at South College



All 16 faculty participants contributed to the study until completion. All engaged in one 60-minute focus group discussion, one 45- to 60-minute interview, and two rounds of member checking. Some voluntarily engaged in a third round of member checking following data analysis. In other words, no one dropped out of the study once committed.

Consent and Confidentiality

This study observed ethical research practices, including respect for participants and attention to confidentiality. To begin, participation in the study was entirely voluntary. Faculty choosing not to participate were assured that their decision would not negatively affect their current or future professional status. Further, those declining participation where known only to the researcher. Faculty participants agreed to join the study by reviewing the Informed Consent Statement and voicing consent at their assigned focus group discussion (Appendix B). The consent statement acquainted participants with the study's purpose and explained focus group and interview procedures and potential risks (Lochmiller & Lester, 2017). This consent procedure was implemented in accordance with the recommendations of the Indiana University IRB committee.

The participants' identities were known only to the researcher and to those who shared a common faculty focus group discussion. I recruited participants individually via preferred, private e-mail accounts. I never sent group e-mails to the participants. Further, I asked participants to keep confidential the identity and comments of other focus group participants.

During the focus groups, faculty gathered in safe, familiar locations on the campus of South College. With administrative support from academic affairs, I scheduled the focus group locations using an online scheduling system. I did not reveal the purpose of these appointments to the staff member assisting me. That is to say, I did not explain that I needed a private space for focus group discussions. To enhance confidentiality, I entered a general title of "meeting" into the online scheduling system for all study-related discussions. The focus group discussions were not publically advertised, and names of participants were not listed anywhere in the online system. Only those participating in a particular focus group and the researcher were aware of the date, time, and location of the discussion.

Throughout the study, participant data was kept "secure and confidential" (Lochmiller & Lester, 2017, p. 83). To achieve this aim, data was stored on an external hard drive, which was stored at the researcher's home in a secure location. One spreadsheet, stored on the drive, documented pseudonyms for all participants. This spreadsheet was the only documentation containing participants' personally identifiable information. Additionally, focus group and interview transcripts included pseudonyms for faculty participants. When communicating the study's findings, I followed this same practice of employing pseudonyms. At the completion of the study, data were stored on an external hard drive housed at the researcher's home. These data will remain inaccessible to anyone but the researcher. All data will be destroyed one year following completion of the study.

Data Collection

The researcher as the primary data collection instrument and the use of multiple data sources represent key characteristics of qualitative case study methodologies (Creswell & Poth, 2018; Lochmiller & Lester, 2017; Yin, 2014). I honored these qualitative design features by gathering data from documents and archival records, facilitating three focus groups, and conducting 16 semi-structured interviews. The following sections explain the study's data collection methods and detail my efforts to ensure trustworthiness and credibility of the data.

Document Review

Document review is a common data collection method for a qualitative study (Lochmiller & Lester, 2017; Merriam & Tisdell, 2016). Existing documents, general information, archival records, and communications associated with a study are usually accessible and unobtrusive (Merriam & Tisdell, 2016). Additionally, documents can provide good data in an efficient manner and can help describe the context, thereby providing a more comprehensive picture of the case (Creswell & Poth, 2018; Merriam & Tisdell, 2016). For example, a review of the faculty handbook, the strategic plan, and written correspondence about donating to the institution assisted me in comprehending contextual factors, understanding faculty responses, and developing focus-group and interview questions.

To initiate this review, I needed permission to access public information not provided on the college's website (Merriam & Tisdell, 2016). Therefore, I developed a data request form, which I sent to South College's provost following IRB approval from both Indiana University and South College (Appendix C). This form outlined the requested documents for the study. I received the following documents from staff in the offices of academic affairs and development: 2018-19 faculty handbook, new faculty FAQs, promotion and tenure process chart, strategic plan, and emails from the president to the faculty regarding giving to the general fund. To ensure an efficient and credible document analysis process, I logged documents as I received them (Appendix D). I then uploaded the documents into the Dedoose database. This database allowed me to code the documents alongside my focus group and interview transcripts. As anticipated, these documents helped me more fully understand the context of the case.

Focus Groups

Focus groups were an appropriate method for the study as they allowed me to capture participants' shared experiences and to gather rich details about the topic (Dubé, 2005; Piazza, 2008). Additionally, focus groups permitted participants to engage in a facilitated discussion in ways that allowed for "an open exchange of participant perceptions, opinions, feelings, [and] reactions" (Duffy, 1993, p. 134). This open exchange represented a key reason I chose this data collection method. Additionally, I anticipated that some faculty may be uncomfortable with the topic and, therefore, appreciate the opportunity to engage with colleagues prior to participating in a one-on-one interview with me. This possible uneasiness was another reason I deemed focus groups a safe, comfortable place to begin the study (Gasman, 2004). Finally, I conducted focus groups prior to interviews to establish a common understanding of the study's definition of faculty engagement in fundraising, to generate a shared awareness of faculty involvement with fundraising, and to collect baseline data about participants' perspectives of their faculty role. Using the literature and academic citizenship lens, I developed focus group questions to help achieve these aims (Appendix E).

I invited the 16 faculty participants to select individually three possible focus group times from a list of seven options. I then organized the faculty into three focus groups and shared with each individual the relevant group's meeting date and time. A week prior to each focus group, I sent participants an e-mail confirmation with the finalized focus group logistics. I attempted to schedule five or six faculty per discussion, for this is an advisable number of participants for a focus group (Lochmiller & Lester, 2017; Merriam & Tisdell, 2016). Six faculty participated in the first focus group on April 19, 2019. Four faculty participated in the second on April 25, 2019, and six faculty participated in the third on April 26, 2019. I scheduled the focus groups for one hour and kept all discussions to this timeline. All faculty participants voiced consent prior to participating in the study. I audio recorded all three focus group discussions on two devices, thereby ensuring a second recording in the event of a device malfunction.

To stay close to my data, I transcribed the focus group audio recordings personally. Transcription took 15-18 hours per focus group. In total, typed focus group transcripts comprised 51 pages of text. I reviewed the data as I transcribed the audio files and then reviewed all transcripts again prior to sending them to the respective focus group participants for member checking.

I then began each interview with member checking of the relevant focus group transcript. I received requested changes from three faculty. The only changes were the correction of grammatical errors, the redaction of names, and an adjustment to one quotation that I assigned to Ryan but should have assigned to Elaine. This ongoing engagement with the data allowed me to become very familiar with the focus group information.

Semi-Structured Interviews

After collecting baseline data during the focus group phase of the study, the semi-structured interview format allowed me to probe more deeply into faculty perspectives of their participation in academic fundraising (Carey, 2014; Lochmiller & Lester, 2017; O'Meara, 2016; Piazza, 2008; Shaker, 2013). Per O'Meara (2016), "interviews have been found to be a particularly effective way to understand how individuals make meaning of phenomena in their work environments" (p. 10). Using the existing literature base and the academic citizenship theoretical lens, I designed my interview protocols to address the two driving research questions (Appendix F). Further, I attempted to follow Merriam and Tisdell's (2016) advice by approaching the interview process as a purposeful, structured conversation. I appreciate that the semi-structured interview format allowed for an informal approach that was consistently delivered yet tolerant of probing questions and rephrasing (Lochmiller & Lester, 2017). In sum, the faculty interviews presented a format that provided essential information about faculty perspectives of their participation in fundraising.

I interviewed all 16 focus group participants between May 19, 2019, and June 5, 2019. The semi-structured interviews lasted between 30 and 60 minutes each. Some interviews were shorter than the anticipated 45 minutes. Although I tried to conduct all interviews in 45 minutes or less, some were longer. Fortunately, the affected participants were comfortable with the time commitment. I conducted 15 interviews via phone and one in person. The in-person interview resulted from technical difficulties with linking the audio recording device to the phone call. The faculty member requested the in-person format after we struggled multiple times to activate the voice recorder. To record all interviews, I used Rev. Recorder, an audio recording app on my cell phone. Immediately following each interview, I sent the audio file to Temi, an online transcription service. Within a week of receiving each transcript from Temi, I listened to the audio file while editing the provided transcript. This process took four to six hours per transcript depending upon the condition of the audio file and the associated transcript. In total, I reviewed 112 pages of interview transcripts. I then reviewed the transcripts a second time prior to sending them to the appropriate faculty participants for member checking.

I conducted member checking of the interview transcripts via e-mail during the first two weeks of July. Three faculty members engaged in conversations with me about edits to their transcripts. We mutually agreed to all substantive changes. Two of the three participants requested changes centered on a clarification of intent. In these cases, the recordings and associated transcripts did not clearly capture the participants' perspectives. These requests were easily addressed. The other faculty participant wanted to talk through a different response to one of the interview questions. I was able to address this request as well. At the conclusion of member checking, each faculty participant was satisfied with the relevant transcript.

Finally, I took a few notes during focus groups and interviews. I used these written notes to help capture my ideas and observations during data collection (Saldaña, 2016). I averaged less than a page of notes per interview and approximately two pages of notes per focus group. These field notes became part of the body of data analyzed in the Dedoose database.

Trustworthiness and Credibility of Data

If the study is not trustworthy and credible, the results are meaningless (Merriam & Tisdell, 2016; Tracy & Hinrichs, 2017). Therefore, to enhance the study's credibility, I provided a detail-rich description of the various perspectives shared by faculty participants (Yin, 2014). Additionally, I employed the following techniques to strengthen the study's trustworthiness and credibility:

- reviewed constantly the accuracy of data recordings and coding schemes,
- member checked all transcripts and emergent themes,
- maintained an audit trail of my decisions regarding the design of the study and the coding of data,
- triangulated data using multiple methods, and
- piloted data collection tools (Lochmiller & Lester, 2017; Yin, 2014).

Finally, I wanted to understand better the strategies for enhancing the quality of my study. Therefore, I participated in a one-on-one online discussion with a qualitative methods consultant from the Indiana University Inquiry Methodology Program. The consultant shared various strategies with me and provided me with additional resources, such as Dr. Sarah Tracy's body of work regarding the quality of qualitative research. Throughout the study, I was mindful of strategies to ensure the trustworthiness and credibility of the study.

To ensure the trustworthiness of the focus group and interview protocols, I piloted both documents with two tenured faculty at South College (Dubé, 2005). These two faculty members did not participate in the study. Moreover, both had been trained in social sciences research methods. This piloting exercise helped me determine if specific questions needed to be rewritten or clarified (Dubé, 2005; Merriam & Tisdell, 2016). As a result of these independent pilots, I adjusted three questions on the focus group protocol and four questions on the interview protocol. The adjustments to the focus group protocol focused on sequencing and clarity. The adjustments to the interview protocol targeted specificity and clarity. One faculty reviewer recommended I reorder a few questions and consider asking general questions prior to specific questions. The other recommended the rewording a few questions to ensure I gathered the desired information. For example, instead of asking “How would you describe the nature of faculty work at the institution?,” he suggested I ask “Where does fundraising fit within the scope of your faculty work?” He was fearful some of my questions were too broad. After phone and in-person conversations with both faculty reviewers, I followed their suggestions and made edits to my protocols. Since I did not change the content or spirit of any questions, the changes did not necessitate another review by the IRB at Indiana University.

Additionally, the study employed both methods and data triangulation (Merriam & Tisdell, 2016). According to Yin (2014), “a major strength of case study data collection is the opportunity to use many different sources of evidence” (p. 119). By utilizing various data sources, I attempted to improve the quality of the study (Yin, 2014). Data were collected from documents, three unique focus groups, and 16 individual faculty interviews, thereby providing data from multiple methods and multiple data sources. Per Stake (2006), triangulation “assures that we have the picture as clear and suitably meaningful as we can get it, relatively free of our own biases, and not likely to mislead the reader greatly” (p. 77). I concur with Stake’s (2006) position on triangulation and believe the listed techniques helped ensure the credibility of the study.

Finally, I member checked emergent themes with all faculty participants (Merriam & Tisdell, 2016). This step enhanced the case study’s trustworthiness by confirming that I did not misinterpret faculty remarks or allow my own preconceptions to influence data analysis (Lochmiller & Lester, 2017; Worland, 2017a). The six faculty, who responded to my request, were very interested in the findings and did not question the shared themes. They felt the themes were relevant to the study and aligned with their thoughts.

Data Analysis

Qualitative data analysis is a methodical, rigorous process that should yield meaningful results (Creswell & Poth, 2018; Merriam & Tisdell, 2016; Saldaña, 2016). To achieve this desired outcome, I employed the five stages in Creswell and Poth's (2018) "data analysis spiral" (p. 185). The authors chose the image of a spiral to represent qualitative data analysis because the process is not linear (Creswell & Poth, 2018). During qualitative data analysis, the researcher often "circles" back and forth from one stage to another (Creswell & Poth, 2018, p. 185). The five stages in the spiral are the following: "managing and organizing the data, reading and memoing emergent ideas, describing and classifying codes into themes, developing and assessing interpretations, and representing and visualizing the data" (Creswell & Poth, 2018, p. 186). In the following sections, I outline my activity in each stage of the spiral.

Managing and Organizing the Data

My initial data analysis stage involved organizing my data and making a decision about an online data management and analysis system. At the beginning of the study, I used a Data Collection Management and Mapping Plan to organize my data sources and timelines with the aim of promoting an efficient analysis process (Appendix G; Lochmiller & Lester, 2017). To organize my documents, I completed an entry in the document review log as I received each file. To avoid confusion among focus group and interview data and to allow my focus group data to serve as a baseline for the interview stage of my study, I transcribed the focus group audio files prior to initiating faculty interviews. Then, as I received the interview transcripts from the online transcription service, I tried to complete review and revision of transcripts within one week of receiving the files from the transcription service. To do this, I listened to the audio files and systematically reviewed the written transcripts. In the end, I prepared condensed transcripts of the focus groups and interviews by capturing faculty participants' exact words (Lochmiller & Lester, 2017; Worland, 2017a). Prior to finalizing all transcripts, I engaged in member checking and addressed edits as requested by participants.

While finalizing transcripts, I simultaneously investigated data management and analysis systems. I decided to use Dedoose, a web-based application for qualitative data management and analysis. To familiarize myself with the tool, I watched eight video tutorials. I then created a new project in the database and uploaded all campus documents, finalized focus group transcripts, interview and focus group field notes, and finalized interview transcripts. I uploaded a total of 38 unique items for analysis. At the completion of these organizational steps, I commenced with reading, rereading, and memoing my documents, notes, and transcripts.

Reading and Memoing Emergent Themes

Saldaña (2016), like Creswell and Poth (2018), recommended that researchers carefully and completely read their data sources and engage in memoing prior to coding data. This cyclical process of rereading and memoing is the next stage in Creswell and Poth's (2018) analysis framework. Given the gap between my focus groups in April and my data analysis in August, I needed to reread my documents, transcripts, and field notes. As I reread the distinctive items uploaded into Dedoose, I recorded 38 memos in the system. These memos provided opportunities for me to document my thinking about the data and to reflect on assumptions, surprises, connections, and questions (Creswell & Poth, 2018; Saldaña, 2016). This step assisted me with synthesizing my thoughts about the comprehensive body of research (Creswell & Poth, 2018). Additionally, the system permitted me to track and organize my memos for the next stage of the analysis spiral, coding data.

Coding the Data

This stage of the spiral is the "heart of qualitative data analysis" (Creswell & Poth, 2018, p. 189). My comprehensive coding process was a cyclical act or series of spirals that involved a systematic application and reapplication of codes as my analysis moved from raw data to new meaning in the form of themes and subthemes (Saldaña, 2016). However, prior to diving into coding, I remained true to my study by keeping my driving questions in focus. I maintained this focus by keeping a copy of my research questions in front of me as I coded in Dedoose (Saldaña, 2016). Additionally, prior to coding my data, I had to decide which codes I wanted to use. After reading Saldaña's (2016) book, I decided not to employ provisional coding. Saldaña (2016) cautioned researchers to avoid getting caught up in what they expect to find. He noted that by engaging in provisional coding the researcher risks missing what might really be happening in the data (Saldaña, 2016). Creswell and Poth (2018) supported this warning. Therefore, I employed In Vivo Coding during my first cycle of coding (Saldaña, 2016). I chose In Vivo Codes because they capture participants' actual words or phrases (Saldaña, 2016). This type of coding helped me honor my commitment to faculty perspectives. As I coded, I reread each file and employed the coding process consistently across the campus documents, field notes, focus group transcripts, and interview transcripts. This first cycle of coding generated 68 codes and 307 marked excerpts. Dedoose rated my number of codes in the yellow range, which indicated that I had more than enough codes at the end of the first cycle.

After this first cycle of coding, I engaged in another cycle of coding aimed at helping me generate a manageable number of codes (Saldaña, 2016). I wanted to reduce my number of codes prior to employing second cycle coding methods, which are designed to help generate patterns and themes (Saldaña, 2016). Stated differently, I wanted to move closer to the green range on the Dedoose measure prior to looking for patterns. To fulfill this purpose, I used Eclectic Coding to "[refine my] first cycle coding choices" (Saldaña, 2016, p. 74). Eclectic Coding allowed me "to employ a select and compatible combination of two or more first cycle coding methods" (Saldaña, 2016, p. 213). My Eclectic Coding cycle included In Vivo Codes, Descriptive Codes, and Emotion Codes. During this coding process, I eliminated redundancy among In Vivo Codes and examined codes with only one marked excerpt. Additionally, I eliminated codes that seemed unrelated to the study's driving questions. For example, "donors love to see faculty and students" was focused on donor preferences not faculty perspectives of their participation in fundraising. In sum, this cycle helped advance my transition from low-inference codes, which were direct quotations from participants in the first cycle, to higher-inference codes, which required me to draw some conclusions about the meaning behind quotations and to make some connections between thoughts. By the close of this process, which included two cycles of Eclectic Coding, I had transitioned from 68 to 51 to 43 codes. I was now in the green-yellow range on the scale measuring the number of codes in Dedoose. Given this measure, I decided I was ready to transition to the next cycle of coding.

After employing Eclectic Coding cycles, I transitioned to second cycle coding methods as defined by Saldaña (2016). During this cycle, I employed Pattern Coding to begin narrowing my codes into themes focused on my research questions. During this coding cycle, I noticed that some existing codes appeared only two or three times and were unrelated to other codes. For example, "siloed department," "unevenness within the department," "enjoys fundraising," and "does not like fundraising" were noted by two to three faculty each and were not relevant to emerging themes. At one point, I thought “faculty enjoy fundraising” may emerge as a theme. However, I then found three faculty who noted their dislike of the activity. These data opposed the emerging pattern, thereby disqualifying it (Saldaña, 2016). As I reviewed the remaining codes in light of my research questions, I continued applying Pattern Codes and arranging codes in a parent and child format. Themes emerged from a reiterative process of reworking Pattern Codes every time a new code was introduced into a particular parent grouping. This format allowed me to visualize the final themes emerging from the data. I ensured that all themes were shared by at least 75% of participants (Saldaña, 2016). Additionally, Harding (as cited in Saldaña, 2016) recommended that codes shared by 25% of participants “merit consideration in the analysis” (p. 25). I was mindful of these standards as I developed themes and subthemes. At the close of my Pattern Coding cycle, I had 30 distinct codes in Dedoose, which is a reasonable number according to Creswell and Poth (2018). Additionally, I had five distinct themes: institutional profile, complex faculty role, partnerships, barriers, and academic citizenship. These themes are described in detail in Chapter Four.

Interpreting and Representing the Data

Collectively, Chapters 4 and 5 address the final two stages of Creswell and Poth’s (2018) data analysis process. These stages of the spiral are the following: developing and assessing interpretations and representing and visualizing the data. Member checking of emergent themes helped me assess my interpretations of the data. After relevant themes emerged from the data at the conclusion of stage three, I conducted member checking with faculty participants. Although only six responded, I received no contradictory feedback. Further, as I present the findings in Chapter 4, I include comprehensive faculty quotations to support the emergent themes and supporting subthemes. I also note which findings surprised me and the number of faculty who supported each finding. Finally, in Chapter 5, I connect the findings to the theoretical framework and draw connections to the existing literature base. In sum, I found Creswell and Poth's (2018) qualitative data analysis spiral to be a fitting analysis framework for my study.

Methodological Limitations

Although this single-case study design followed established qualitative research protocols, methodological limitations exist. To begin, the single case and the purposeful sampling approaches employed in the study restrict the opportunity to generalize the findings to a broader faculty population (Carey, 2014; Merriam & Tisdell, 2016; O'Meara, 2016). That said, the purpose of the study was not to generalize viewpoints across faculty populations in various contexts but rather to examine individual faculty perspectives in the stated context (O'Meara, 2016; Shafer, 2013). Further, the richness of the qualitative data should provide a solid foundation for future research and may provide practical implications for higher education leaders (Merriam & Tisdell, 2016; Piazza, 2008). Next, the study did not consider the perspectives of non-tenure-track professors. This may be an area for further research given the ever-increasing percentage of contingent faculty in all post-secondary contexts (Bland et al., 2006; Marcy, 2017). Moreover, the study was limited to a small private, four-year college in the Midwest, which is a unique context given the declining traditional college-aged student population in the region (Marcy, 2017). Admittedly, tenured faculty at research and doctoral institutions may desire an opportunity to share their perspectives (Bland et al., 2006). However, this qualitative study could not reasonably address the entire landscape of higher education. Although not generalizable, this study should fill a void in the literature and may provide data-rich information for higher education practitioners.

Another possible limitation involves faculty "retrospective" reflections of their engagement with fundraising (O'Meara, 2016, p. 13). This study asked faculty to consider their participation in academic fundraising experiences. All faculty described their participation in at least one of the following: specific donor engagements, grant writing projects, networking events, or stewardship activities. Faculty often used these experiences to explain their perspectives. Detailed faculty experiences varied in timing from the prior week to five years ago to ten years ago and beyond. As with O'Meara's (2016) study, current faculty thoughts may be different from those immediately following specific fundraising experiences, including engagement with development staff. This may be a consideration for future research. A researcher may want to contemplate faculty perspectives immediately following fundraising experiences (O'Meara, 2016).

With regards to faculty views and responses, I attempted to reduce limitations associated with participants' biases. I appreciate that the chosen qualitative approach allowed me to engage personally with participants (Merriam & Tisdell, 2016). However, despite my efforts to conduct a trustworthy study and to develop a professional, comfortable rapport with faculty participants, the participants' perspectives of the study's purpose, methods, and researcher influenced the data collection process (Merriam & Tisdell, 2016; Worland, 2017b). In consideration of this point, the study's design allowed me to compare individual faculty responses between the focus group and interview stages. This opportunity permitted me to investigate for inconsistencies among individual faculty responses. I found no evidence of discrepancies, which may help support an argument that faculty were comfortable and candid during the study. Additionally, faculty perspectives of their workload aligned with the faculty handbook's description. Again, systematic steps were employed to reduce methodological limitations.

Conclusion

This study's primary aims were to (a) examine how tenured faculty, who have participated in fundraising, conceptualize their participation in this activity and (b) consider how the lens of academic citizenship helps explain this faculty perspective. A qualitative single-case study design allowed the researcher to address these aims by collecting detail-rich data via documents, focus groups, and interviews from tenured faculty at a small private institution in the Midwest (Stake, 2006; Yin, 2014). Furthermore, this methodological approach promoted the researcher's goal to allow faculty voices to inform the literature base. Preferably, this study will not only fill a void in the literature but also provide robust data to inform higher education leaders as they make decisions regarding faculty participation in academic fundraising initiatives.

CHAPTER FOUR

SUMMARY OF FINDINGS

In this chapter, I share the summarized and synthesized findings from my research in response to my two research questions:

1. How do tenured faculty, who have participated in academic fundraising, at a small private, four-year college in the Midwest conceptualize their participation in fundraising activities?
2. How does the theoretical lens of academic citizenship, specifically campus-based social and moral responsibility, help explain faculty perspectives of their participation in academic fundraising initiatives?

I carefully considered the driving research questions during my data analysis. Using Harding's (as cited in Saldaña, 2016) recommendation, I ensured that all major themes were shared by at least 75% of participants. Additionally, Harding (as cited in Saldaña, 2016) posited that codes shared by 25% of participants "merit consideration in the analysis" (p. 25). I kept both thresholds in mind as I developed themes and subthemes that aligned with my research questions.

In so doing, I discovered three findings significant to each question. First, in response to research question one concerning faculty conceptualizations of their participation in academic fundraising, I found that faculty (a) are struggling to fit fundraising within their prescribed workload expectations, (b) are seeking a productive partnership with staff responsible for fundraising initiatives, and (c) are attempting to manage perceived barriers related to fundraising work. Next, in response to my second research question concerning the theoretical lens of academic citizenship, my data revealed that faculty engaged in academic fundraising to further their commitments to one or more of the following: (a) the college, (b) their students, and (c) alumni/ae relationships. Throughout the remainder of this chapter, I will consider these six key findings in greater detail.

Institutional Context

However, prior to addressing the findings directly related to the research questions, I will summarize findings relevant to the institutional context, a germane factor in a case study design (Yin, 2014). These findings communicate faculty perspectives about their institutional setting and help establish a background for faculty perspectives about their engagement in fundraising tasks.

Some faculty expressed concerns about the condition of small colleges in today's economic and political environments. Elaine remarked that "the climate is going to change over the next few years . . . small private colleges [will] struggle." In his interview, Gary stated:

> I think the biggest thing, and I wouldn't have said this a year ago, that is becoming very clear is that we are a tuition-driven institution. It does not matter if we've had a gangbuster year in terms of enrollment or not. We are always one or two years away from lower enrollments with everyone being nervous. We just don't have the economies of scale. Since I've been [at South], [I have become] aware that the government culture has changed in terms of supporting small schools. . . . [We are in] this weird spot where I don't think there is an emergency, but there is an urgency. To be honest . . . unless there is a reversal in terms of . . . a governmental policy for education . . . I think it's going to be necessary for faculty to do more in terms of fundraising. At least, that's what I'm forecasting.

John's thoughts reiterated Elaine's perspective and aligned with Gary's overall point. He stated that "we all know about the culture moving away from or seriously questioning the value of [our type of institution].” Like these faculty, many noted their concerns about the long-term viability of small, private institutions around the state and throughout the nation.

Additionally, faculty commented on their small academic departments and the lack of departmental resources that sometimes resulted in more faculty work. Ruth noted the various responsibilities many faculty assume to ensure necessary tasks are accomplished. Although these concerns were real, faculty valued their work. Faculty openly expressed their commitment to the institution and their students. Faculty hoped they were influencing students’ and alumni/ae’s lives in meaningful ways. For example, Jacob expressed his desires to be a sounding board and cheerleader for alumni/ae. Faculty described experiences with students, alumni/ae, staff, and each other that conveyed a sense of togetherness within the college community.

Faculty also felt that certain factors within the campus environment had occasionally limited their ability to fully engage in fundraising. For example, Nolan and Adrianna both commented on the ongoing fluctuations or reductions in development staff personnel. Fiona extended this idea in describing how these reductions or fluctuations may impact fundraising work and faculty perceptions of that work. She remarked that “when we have bigger dollar initiatives going on, I think it's . . . a mentality of all hands on deck and we're all pulling for this one project. . . . When that [project] finishes, we . . . do something different. I know that can be frustrating.” Fiona also commented on limitations within the alumni/ae base. She demonstrated an awareness of restrictions surrounding alumni/ae giving capacity. She stated, “I think we want to be mindful that as a small institution we're not over asking certain people.” Detouring from logistical matters, Paul presented a more philosophical approach to limitations. He remarked that one of his primary concerns has been the following:

> An off and on [vision about] whether faculty should be allowed to dream. In the past, when budgets were really tight, there was a sense of don't ask for anything. And, then . . . there was a sense of you need to dream better, you need to dream bigger, you're thinking too small . . . yeah, because we were not encouraged to dream. Then all of a sudden, you're saying dream, and we're not used to this.

In brief, Paul argued that faculty have not always been encouraged to dream with donors, development staff, and each other. Like Paul, faculty participants perceived limitations within the setting that have influenced how they have engaged with fundraising at South College.

Faculty participants throughout the focus groups and interviews described some of the external and internal factors, both concrete and abstract, that have affected their fundraising engagement at South College. These findings helped establish a contextual framework for faculty conceptualizations of their participation in academic fundraising.

Research Question 1: Tenured Faculty Conceptualizations

My first research question examined how tenured faculty, who have participated in academic fundraising, conceptualize their participation in fundraising activities. Three specific themes emerged from the data. I discovered that faculty (a) are struggling to fit fundraising within their prescribed workload expectations, (b) are seeking a productive partnership with staff responsible for fundraising initiatives, and (c) are attempting to manage perceived barriers related to fundraising work. These findings are considered in detail in the following sections.

Struggling to Fit Fundraising within the Prescribed Workload Expectations

Throughout the study, most faculty described their workload in terms of three components: teaching, research, and service. Within this framework, all faculty participants struggled to determine fundraising’s best fit. However, as I analyzed faculty responses, three key subthemes emerged from the data. First, many faculty tended to classify fundraising under the service aspect of their work. Second, although unclear about where fundraising best fit, faculty shared a willingness to continue their engagement with this work. Lastly, as faculty contemplated their fundraising activities, they wrestled with managing the time involved with various aspects of their faculty work. These three sub findings revealed faculty struggles to fit fundraising within the existing complexities of faculty workloads.

South College's definition of faculty work. However, prior to analyzing these faculty perspectives, I needed to understand South College's definition of faculty work. To obtain this understanding, I consulted the current faculty handbook, which outlines expectations for faculty tenure and promotion. According to the handbook, faculty work is divided into three main areas: teaching, service, and scholarship. Additionally, the college expects faculty to serve as academic advisors. First, with regards to teaching in general, the typical load for full-time tenured and tenure-track faculty is 24 credit hours per year. These credits can be averaged over two years. Second, regarding service, tenure-track faculty are expected to do one of the following: serve on one college-wide or faculty committee, serve as a department chair, or perform alternate service that has been approved by the Provost. Faculty are also expected to participate in department and faculty meetings and to accept assignments from these bodies. Faculty service to the college may also involve engagement in campus-wide events as well as representing the college at off-campus activities. Further, faculty may choose to provide service to their discipline and to the community at large. Lastly, faculty scholarship, which was often labeled by participants as "research," is broadly defined within the faculty handbook. For example, the college accepts scholarship that generates new knowledge within the discipline, promotes integration among disciplines, advances the well-being of the community, or enriches teaching and learning. The definition allows for artistic and other creative pursuits as well. This information provided by the faculty handbook helped establish a foundation for faculty perspectives about the inclusion of fundraising within the framework of faculty work.

Dedication to teaching. Many faculty commented on the college's dedication to teaching and its place of primacy within the faculty workload calculation. At noted in the handbook, faculty are required to teach an average of 12 credit hours, or three to four courses, per semester. Faculty conversations about teaching helped generate a clearer picture of faculty perspectives not only of their teaching role but also of their overall work. Elaine stated in her interview that "South College is a teaching institution. . . . All of [the] workload [is] in teaching. Very few people get release time for scholarship or research like you would at an R1 or R2 university. . . . South College is . . . a teaching institution versus a research institution." Fiona also noted that "because of the institution, [she sees her] work primarily as a teacher." She went on to say, "[Teaching is] always at the forefront of my mind." This focus on teaching was not contradicted by any faculty participants. According to institutional documents and faculty feedback, teaching is highly valued by South College.

Prominence of faculty service. Likewise, according to the faculty participants, service is significantly valued by the community. Many faculty commented on the sometimes heavy burden of faculty service. Fiona stated in her interview that "as [South is] a smaller institution, service carries a lot of weight and is necessary. . . . Because of the size of South College, [service] falls on the faculty." Gary also commented on the community's high regard for service. "I would say, on average, South College is a service-oriented institution. [Service] tends to carry substantially more weight than scholarship does." Ruth also commented on this theme of service in her interview. She noted,

> At [South], our small size and theme of serving students in lots of ways often mean that the largest group of employees, which is faculty, often have to conduct service wherever the faculty and/or the administration perceive that it's needed. I would say that a typical or a reasonable faculty position probably would include less service, but the reality of our institution is that we engage in a wide range of service.

John shared similar concerns about the heavy service burden placed on faculty. In general, faculty not only taught a full cadre of classes each semester but also felt they regularly engaged in significant service responsibilities.

These findings alongside the information provided by the faculty handbook initiated a foundation for understanding the struggles faculty face when considering fundraising's fit within the defined faculty roles of teaching, research, and service. All faculty participants discussed the complexity of their faculty role and contemplated their engagement with fundraising within the context of this perspective. As I listened to participants and reviewed the data corpus from the perspective of the first research question, I noticed that faculty tended to describe fundraising as a type of faculty service. Furthermore, I found that faculty expressed a willingness to continue their engagement with fundraising opportunities. That said, these perspectives were interwoven with the concept of overburdened faculty time. In sum, as faculty tried to make sense of fundraising's fit within their defined workload, they often spoke of their abundant service obligations, their willingness to help, and their concerns about faculty time. These perspectives are considered in depth in the following sections.

The service component of faculty work. As faculty tried to make sense of fundraising's fit alongside other faculty responsibilities, the service component of faculty work emerged as a possible home for fundraising activities. Although a few faculty felt fundraising could possibly stretched across all faculty roles, 10 out of 16 faculty participants shared that fundraising integrated most appropriately with the service component of faculty work. When asked, Elaine, Ryan, and John immediately placed fundraising within the service component of their work. Roslyn agreed. She stated, “I think it probably figures into primarily service.” Caroline stated a similar perspective: “As far as the service piece, I think that's where I see all these . . . extras, like fundraising.” Ruth also agreed with these perspectives. She explained, “Service to the institution for me has involved a wide range of service including support of the work in development.” Although Gary shared a slightly differently perspective on the matter, he came to the same conclusion. He remarked, “You can directly tie [fundraising] to teaching. You can directly tie it to scholarship. But, I think you can tie it more generally to service to the college.” In sum, many faculty were in agreement that their fundraising experiences have aligned best with the service aspect of their work.

Institutional recognition of fundraising. Some participants argued, however, that although fundraising may logically fall within faculty service responsibilities it is not recognized institutionally as part of faculty service. During her interview, Elaine shared,

> Well, it's really not part of teaching. I would put it . . . I think we said this in the focus group . . . I would put it more under service. But, it's probably less of an acknowledged service at our institution than maybe at other institutions. I think people are doing [fundraising], but it's not necessarily acknowledged. . . . I don't know if [it’s] really something that comes across in [the promotion and tenure] process.

Fiona agreed that fundraising best fits into the service component of her work. However, like Elaine, she noted that fundraising may not be universally recognized as such. She explained,

> There's an argument to be made that [fundraising] constitutes service . . . a part of service to our departments. It's service to the broader institution [as well]. I'm not confident it’s always viewed that way, but I do think it matters. It's just really a different way of serving that's outside the more traditional views of committee work.

These comments highlighted a more nuanced perspective for the placement of fundraising within the faculty role of service. In considering fundraising within faculty service responsibilities, faculty contemplated how much the institution valued this aspect of their work. Nonetheless, regardless of the perceived lack of institutional recognition, many faculty still recognized fundraising as an aspect of the service component of their workload.

The willingness to continue fundraising opportunities. As faculty considered fundraising’s presence within their workload, approximately 44% expressed a desire to continue their engagement with fundraising opportunities. These faculty felt they should be contributing more effort than they had previously to fundraising initiatives.

Faculty stated that development staff did not ask them often enough to assist with fundraising. Harris was one such faculty member. Haley shared similar thoughts. She noted, “Sometimes I wonder why I'm not asked to do more. I have been here for a long time.” Jacob’s feelings stretched beyond wonder to frustration. He admitted his frustration with not being asked to do more. He remarked,

> Here's my question: why doesn't the administration . . . try to have academic departments [help facilitate] relationships. . . . I would love to be introduced to [a viable donor]. We had a . . . major [in the department] who graduated before I came. He was giving money to the college, but . . . [the faculty in my department] never got invited to meet him . . . That's very frustrating to me.

Fiona shared a similar frustration. She stated in her focus group that “[her department doesn’t] get asked to do much from development.” She expanded on this frustration during her interview. She shared,

> I think where the frustration comes is that the [faculty in the department] that are more comfortable with the work that fundraisers typically do don't seem to get alerted to opportunities or brought into the conversation. I'd like to be the one to balance and prioritize. I just don't feel like I've been given the opportunity to say yes or no.

Although Nolan had not experienced the same level of frustration as Fiona or Jacob, he shared a thought that readily summarizes the various perspectives shared. He stated, “If I were asked more, I would do more. . . . I would like to be involved.”

Peter too was willing to do more. During the focus group, he shared, “I just haven't done much [fundraising]. It's been a frustration because I would have done it gladly. No one ever reached out to me.” Peter then expanded on his thoughts, which incorporated another lens. During his interview, he shared, “I . . . have guilt that I wasn't proactive in doing more. It's easy to blame others . . . but also it's up to us. We can't just sit passively . . . if we think this is important.” This finding intrigued me. Peter and many of his colleagues lamented not being asked to engage more often in fundraising opportunities. They were frustrated by this oversight, yet, accept for Harris, John, and Adrianna, no one took the initiative to approach development staff. They were willing to do more but had been waiting for others to request their participation. Perhaps the management of various faculty responsibilities prevented faculty from seeking out development projects. The next section covers this key finding.

The management of faculty time. The topic of time arose repeatedly during focus group and interview conversations. Three-quarters of the participants specifically commented on the complexities involved with managing faculty time. As previously stated, faculty noted that fundraising fits most readily in the service component of their work. Additionally, faculty expressed openness to continuing their participation in fundraising opportunities. Yet, in most discussions, the issue of time eventually moved to a place of primacy.

To begin, faculty spent some time discussing the general pressures on their time. Paul summed up the issue with the following statement. “The difficulty of being a faculty member is balance. The issue is not money. It's time. It's balancing the time issue.” John made a very similar remark about faculty needing time, not money. Adrianna shared a parallel perspective. She remarked,

> I feel like the work of a professor is already far more than a 40-hour week. I've tracked my time before, and I know that my average is somewhere between 65 and 80 hours a week. It's just a little mind boggling and overwhelming to think of where something more is supposed to fit in.

Haley also shared her thoughts about faculty feeling overloaded and struggling to find this balance. She stated,

> We want to govern ourselves. We want time for research. We want time for student relationships. We don't have time to do this. We don't have time to do that. I feel like I'm . . . talking to our top students who are over committed and saying, oh, this is wonderful. I wish I could do this too. But, how many in this room . . . would say, ‘I'm overworked, underappreciated, and do too much stuff right now’? [All heads nod.] Yet, we're saying we want to do more. . . . We are asked to do too much as it is.

Ruth shared a similar perspective about finding time to do everything that needs to be done. She commented that “there's a distinct category of [her] work that is essential but really hard to find time for. That's how [she] rates [fundraising] – really, really important work. At the same time, it's very difficult to find time for the work." Roslyn's thoughts summarized the issue that Adrianna, Haley, and Ruth described. Additionally, her thoughts aligned with Paul's comment. She remarked that "the biggest challenge to faculty work in general is the number of hours in the day and having enough time to do what needs to get done and done well."

Time required for fundraising work. Based on their experiences, faculty also shared concerns about the amount of time fundraising activities require and about how best to balance the time with other personal and professional responsibilities. Fiona noted fundraising takes time because relationship building takes time. She shared,

> Certainly time [is an issue] because for [fundraising] to be genuine and authentic [it] requires a relationship that's not built with a one-off talk that you give. It's usually through repeated contact where you start to develop relationships and people start to respect you or trust you.

In her interview, Roslyn also touched on the time required for donor stewardship, a component of the relationship piece Fiona mentioned. Roslyn stated,

> It could easily take an hour a week to steward [fundraising] relationships. . . . Those things are over and above what is minimally expected and they do take time and they do take effort. . . . It's probably time that is taken away from time off and family and those sorts of things. It's probably not time that's taken away from teaching because we all know that you have to put in a certain amount of time for that.

To Roslyn's point, Haley shared that saying "yes" to fundraising experiences means that she is doing more work. She stated that "there is nothing removed. Nothing is ever removed from my job description. When I choose to do [fundraising], I am giving up my free time. I am giving up my time away from the office, away from South College." Elaine shared a similar concern about the pressures of the time required for fundraising. She noted,

> When you are doing these outside things, even if it's just a few, it [takes] time and adds extra to your day. So, maybe you're not spending as much time prepping for a class or being available for a student because you have to leave early or you need to do [something else] or you're tired.

Many faculty worried about the time demands involved with faculty work in general. For some, finding time for non-required activities, like fundraising, required sacrifices. To this point, faculty were cognizant of and concerned about the time commitments required for effective fundraising activities.

Timing of fundraising work. In addition to the time fundraising activities require, faculty commented on the timing of many fundraising activities. Ryan shared a specific example of how fundraising work impacted her schedule. She recalled,

> I went to [a large city in an adjacent state] with somebody to help woo [an alumnus] for money for something. . . . I mean I basically spent a whole day doing this, and while it was nice seeing [the alumnus], it was a whole day. The time is the biggest thing.

Constance shared a similar point regarding timing. She asserted that "a lot of development work does not happen during regular hours and/or it conflicts with class. It can make it difficult around classes." During their interviews, Ryan and Constance individually revealed the struggles they have faced with balancing classroom responsibilities and fundraising activities. Academic work schedules do not always align with fundraising schedules built around donor preferences.

Throughout the various discussions, faculty time emerged as a commodity to be considered and protected. Faculty noted that they currently do not have enough time to do what needs to be done. They also commented on the amount of time fundraising takes and on the issue of timing with regards to many fundraising activities. Yet, despite concerns about time, faculty often classified fundraising activities as a form of service and were open to possibilities for doing more.

Seeking a Productive Partnership with Staff Responsible for Fundraising Activities

I now transition from faculty thoughts about their workload to considerations about productive partnerships with other staff. Seventy-five percent of participants noted that they were interested in partnering with fundraising staff. However, they placed clear parameters on the partnership. While reminiscing about past experiences, faculty clarified that the partnership must be productive. For example, Ruth hinted at this desire for a productive relationship during her focus group. She shared,

> The challenge for me is . . . similar to some of what I've heard from other folks here . . . when my time is unnecessarily burdened, sometimes by things that don't appear to have a significant return on my investment of time, I think that's when the partnership breaks down.

With Ruth's feedback and that of other faculty, I concluded that productive fundraising partnerships incorporate the following characteristics: a collaborative relationship, a focus on academic priorities, and an effective use of faculty strengths and expertise. The following sections outline faculty perspectives on these three characteristics.

A collaborative relationship. Faculty indicated that they were looking for a genuine collaboration with development staff. When considering academic fundraising, they did not expect development staff to do all of the fundraising work nor did they believe they should be burdened with all of the work. To this point, some faculty shared positive fundraising experiences while others, like Adrianna and Peter, shared undesirable experiences.

Adrianna and Peter reflected on less than ideal experiences regarding collaboration with development staff. Adrianna emphasized that her role is “not in development.” While admitting her frustration, she stated,

> When I ask [development] for ideas, I'm looking for a partnership. I'm not looking to give it all to them and have them bring me back one million dollars and devoted donors. I'm looking for some help. I feel frustrated when the answer is, well, great idea but we can't help you and we need to approve every step. . . . Whenever [my department has] gone to [development] and said that we have this great idea and this great idea, the answer has always been that these are lovely ideas but you’re going to have to do it yourself.

Like Adrianna, Peter too expressed frustration. However, he was at a different stage in the fundraising process. He recently completed a grant project with development staff. He shared, “I wrote the grant. [Development colleagues] helped edit it. [They] submitted it. But, I really had to drive the process. It wouldn't have happened without that.” In this situation, Peter desired more commitment to the partnership from his development colleagues. He and Adrianna both imagined situations where the group works together with a shared commitment to achieve the desired fundraising outcomes.

Unlike Adrianna and Peter, some faculty shared their positive experiences with collaborative partnerships with development colleagues. For example, Haley noted that she received the help she needed with a grant project. During one of the focus groups, Peter challenged her on this point. He argued that Haley was the content expert and, thus, provided the knowledge development needed for a grant request. Therefore, he concluded that Haley was doing development a favor. However, Haley responded that she could not have written the grant without collaboration from development staff. She remarked,

> I can write a grant to others in my field. [However, the grantors] were not [in my field]. I needed [development's] broader look at [the grant]. Their perspective was very helpful to me. [A development staff member] and I worked together. I needed her voice. She thought of things to say that I wouldn't have.

Haley also reported that she received the grant. In the end, Peter acknowledged her point. In a similar example, Harris noted a time when one of his departmental colleagues received helpful support from development staff. The faculty member received the grant in Harris's case as well. In sum, these faculty felt their collaborative partnerships with development staff were fruitful.

Defined faculty roles in the fundraising process. In consideration of this positive perspective, faculty also specified some of the roles they have effectively performed in a collaborative fundraising process. Roslyn shared,

> I have been providing . . . lists for development. [When] we have an alumni/ae [gathering], [I help make] sure we get the right alumni/ae at the event. . . . I spend a lot of time on [social media] trying to find our alumni/ae. . . . Every time we get a donation to the department there are thank you notes to write, which have been sometimes 10 or 12 in any given month.

Like Roslyn, Constance clarified her perspective of her engagement with development work. She shared, "In terms of development, I see my role as creating enthusiasm about the student experience . . . [providing] particular knowledge about my area of specialization, or conveying the students' story in a way that [someone would] want to support." She went on to describe some of her grant projects with development staff. She explained,

> [Grant writing has] been one that I've initiated mostly, but [I have] received great support in terms of some of the administrative work . . . like letters of support and the budgeting aspects. I managed the student project and the learning and some of the deliverables. I've gotten assistance with a lot of the report writing and documentation by people in development who do that work more frequently. . . . I think that helps because you get multiple people looking at a budget. You have people who [foresee] different problems or know what institutional hurdles there may be. . . . It's a partnership. . . . It allows me to maximize my focus on students and the deliverable of the grant [while having] the administrative support and . . . advice so that I follow institutional policy.

As Roslyn and Constance considered their collaborative partnerships with development staff, their perspectives were shaped by the effective roles they have performed in the fundraising process. These specific examples helped craft a clearer picture of their perspectives regarding their engagement with fundraising work. In sum, regardless of the lens, positive or negative, through which faculty viewed their partnerships with development, they agreed that a collaborative partnership is preferred.

A focus on academic priorities. As a component of their partnership with development, faculty argued for a focus on donor gifts that promote academic priorities, not ancillary academic projects. Faculty further posited that these priorities should be faculty defined. To this point, Harris stated, “You don't begin the process if you can't educationally justify it.” Fiona’s thought supported this perspective. She noted,

> You have to make the case of the value adds. Why is this integral to our students and what they will learn? Showing the outcomes you're hoping to achieve based on the

> project or the equipment or the experience you're trying to raise funds for is an important part of the overall ask.

Harris and Fiona argued that an academic purpose should drive the fundraising process.

To this point, a number of faculty commented on challenges with aligning academic priorities with development or donor priorities. Faculty advocated for faculty-defined academic priorities. Constance shared that “sometimes [a development request] doesn't clearly align with [her] own objectives or goals for the department and, on occasion, has come at cross purposes.” Paul agreed with Constance’s point about lack of alignment. He shared,

> I think someone has to offer a vision. I'm much more comfortable if, in the process, I'm the one offering the vision rather than the college telling me - here's a vision, can we have your name on it? It's much better if the vision comes from the department.

Like Constance and Paul, Roslyn argued for the need to align donor and development interests with academic priorities. She stated,

> One of the things that is really challenging . . . is that sometimes donors want to give you something that you don't really need or want. . . . You want to continue this connection, but they want to give you this thing that you have no use for. It's going to sit in a box for the next 20 years, and you can't get rid of it. That's a challenging one. I don't feel supported by development in those situations because they want to say yes and I want to say no.

Ruth shared similar thoughts. She “finds it challenging to create a program to match a gift . . . to create a program or a project that isn't in line with [her] goals or [her] teaching.” She expanded on this thought. She remarked:

> The partnership works best when development folks ask themselves how they can support our teaching and learning mission. . . . In the times when I've worked with development . . . the partnership has worked best not when they come to me and say there's a donor who's interested in x . . . can you change your work trajectory to fit that . . . but rather, when we sit together and identify our goals and what we want our students to accomplish or when I come to them and explain this thing I'd like to do and how I need their help in making it come to life. Those have been productive partnerships. . . . [Recently,] my colleague sent an email to development explaining that we need some help finding support for [our departmental programs] for the next few years. And [one of our fundraisers] from [development] very kindly set up a lunch for us to talk to somebody who will probably help us. I think that's when development and faculty work well together. It's a model that really works.

In her explanation, Ruth shared her thoughts about a productive partnership focused on academic priorities driven by faculty. She and her colleagues shared very similar messages. In sum, faculty felt strongly that academic priorities, not donor or development interests, must drive the partnership between faculty and development.

An effective use of faculty strengths and expertise. As faculty spoke about partnerships with development colleagues, they expressed preferences not only for collaboration and faculty-directed focus but also for an effective use of their strengths and expertise as educators. Faculty wanted to use their talents and knowledge to benefit the fundraising process. To this point, during her focus group, Fiona noted, "We've had very explicit conversations within my department. There's a pretty clear divide among the [group]. [Some] of us are more extroverted. [Some] of us are more behind the scenes, introverted, and would rather do other things." Fiona then explained that [those] who are more extroverted are more comfortable with fundraising work and are eager to engage in opportunities. She continued this line of thinking during her interview. She shared, “I think some of this stems just from my personality. I don't mind [fundraising] work. I know that some of my colleagues feel differently.” Haley, speaking from a different departmental perspective, agreed with Fiona in that her participation in fundraising should align with her strengths. She stated,

> I think it's tying [fundraising] in with our strengths or with what we currently do. When [development] approached me about writing a grant, I thought I don't know how to do this. I needed [development’s help]. I did the [academic discipline] part. [A development staff member] did some of the other parts . . . [and] she showed me how it could benefit me.

In this example, Haley felt her strengths and expertise were used effectively. During her interview, Caroline also touched on this aspect of appropriately aligning fundraising with her expertise. She wanted fundraising to make sense with her role as an educator. She shared, “I don't mind participating in the fundraising piece as long as it's within my purview of being an educator. . . . If it's . . . not in my purview, my area of expertise, and I feel uncomfortable . . . I don't want to participate as much.” As faculty shared their experiences with fundraising, they articulated their desires for partnerships that allowed them to use their strengths and expertise effectively. Additionally, faculty did not want their time wasted on unproductive projects.

Early engagement of faculty. To this point, Constance and Ruth individually shared their thoughts about how faculty could be utilized best in the fundraising process. Both noted early engagement of faculty as a means to best utilize faculty strengths and expertise. Constance shared,

> At times, [fundraising has] cost me quite a bit of time and some department resources to follow through on things where . . . if an earlier conversation had happened, we could have aligned our priorities better or I could have maybe limited the long-term commitments that I don't see the return on.

To help reduce wasted time and ensure a fitting ask, Constance saw a need for faculty to be engaged in the fundraising cycle from the beginning. Ruth agreed and shared one of her experiences. She remarked,

> I'm grateful . . . that one of our students will have a scholarship opportunity [in a graduate program]. But, if I had been asked at the outset, I would have pitched it as a donation to us for a . . . student, so that the institution doing the labor on the donation instrument and the administration [of the instrument] was the institution that was benefiting from the award. I feel like I'm being asked for a lot of complicated labor that's very time consuming and takes me away from my typical mission. I'm grateful for what [the gift] will offer for our students. But, I think that we could have done this in a way that benefited students more and fitted more organically into [my and my colleagues'] existing workloads. And, I think in a five minute conversation before we interacted with the donor, I could have given my input. I wish I'd been given the opportunity to.

Like Constance, Ruth stressed early engagement to avoid unproductive faculty time and to promote the most appropriate gift for students and the institution. She continued,

> I would prefer if I was . . . asked at the outset rather than having to make someone else's plan happened because I would have designed the whole thing differently. I appreciate the opportunity. I just would love to have some partnership in steering the opportunities.

Again, Ruth stressed the need for early engagement of faculty to ensure their knowledge and expertise can help guide the fit between the donor's gift and the academic department's needs or wishes. From Constance's and Ruth's perspectives, this early faculty engagement provided an opportunity for faculty to use their expertise and strengths to make the fundraising process more productive.

Attempting to Manage Perceived Barriers

As the participants conceptualized their engagement with fundraising, they revealed uncertainty around how fundraising best fits within their workloads and expressed a desire for productive partnerships with development staff. In the midst of these conceptualizations, participants frequently noted barriers effecting their engagement with fundraising. All faculty participants remarked on barriers they had attempted to manage as part of the fundraising process. The most prevalent barriers noted by faculty were the following: (a) the lack of institutional value, (b) the lack of training and expertise, (c) the lack of clear communication, and (d) the lack of appropriate budgetary support.

These four barriers took the form of either fundraising barriers or institutional barriers. The first three barriers often prevented faculty from engaging as effectively as possible in fundraising projects. Conversely, the final barrier sometimes resulted in the opposite effect. This institutional barrier was a reason that some faculty engaged in a specific fundraising project. For example, if a faculty member wanted to provide travel and tickets to a specific theatre experience for her students, she might approach development staff with a request for assistance in securing an interested donor to fund the project. Regardless of a barrier's ability to promote or hinder faculty engagement in fundraising, these four barriers were noted by faculty throughout various conversations.

Lack of institutional value. In conversations about whether South College values faculty engagement in fundraising, faculty talked about the lack of acknowledgement in the promotion and tenure process. Fiona stated, “I don't feel like this work is valued in our promotion and tenure process. I don't feel like it's incentivized. I don't feel like it's rewarded. . . . faculty aren’t given any type of extrinsic rewards for doing this work.” During focus group discussions, Peter, Haley, and Harris expressed agreement with this assertion. Fiona expanded on her thoughts during her interview by recognizing the behind-the-scenes work involved with fundraising, especially when grants are not funded and donors do not support a project. She stated,

> In terms of the time that people invest in either writing grants or building relationships . . . I think sometimes if there is something you get out of it, you get the grant . . . that's valued. All the work you do leading up is shadow work, in my opinion. We have a lot of it at this place. It is work we do that nobody is aware of because we can't count it like widgets. . . . If you aren't successful with the grant . . . it's not counted. It's not weighted. It's not recognized. . . . I mean [the promotion and tenure committee] will say you have a strong service record, but I guess I'm looking for something a little bit more nuanced to show me that [someone] gets it instead of just saying I do a lot of stuff.

Elaine agreed with Fiona’s perspective regarding the lack of value placed on fundraising via the promotion and tenure process. She shared, “At South College, [fundraising] is not that important because it's not acknowledged or recognized. . . . I think it's an ad hoc [activity] for people.” Like his colleagues, Gary noted that the promotion and tenure process “does not recognize [fundraising] in any formal way.” In more than 50% of my conversations with faculty, they noted the absence of fundraising as a component of service in the promotion and tenure process. Faculty felt this absence expressed lacking institutional value for this type of faculty work.

Lack of training and expertise. Faculty not only believed their work was undervalued but also felt underqualified to engage in fundraising efforts. Lack of training and expertise made some faculty uncomfortable with the work. However, they often expressed a willingness to receiving training or associated resources, which may have helped reduce discomfort with fundraising efforts. Elaine explained why some of this discomfort may exist. She stated,

> I think most of us, when we got our doctoral degrees, believed we were either going to be a researcher or a teacher. When you're working on your coursework, nobody ever talks to you about all the other things that you will do. Nobody explains that you're going to do some administration, you're going to be a fundraiser, you're going to be a promoter, you're going to be a marketer, and you're going to work in admissions too. Many faculty people are not trained, not comfortable, in those areas. . . . [We] are not properly trained in donor relations and grant writing and the other things that are part of fundraising.

Constance agreed that lack of training generated discomfort or, in her words, “stress” when she was engaged in fundraising projects. She noted,

> I'm happy participating . . . but I am not somebody who . . . feels really good about asking people for money. That's a struggle. Maybe part of the reason is that I feel like I need more training or prep before going into some of these meetings . . . knowing what the goals are and what my role is would be helpful . . . the ad hoc nature of people asking . . . me to meet with certain [donors] without having prepped me to the point where I feel comfortable or know exactly what I'm doing . . . sometimes it's pretty stressful.

Adrianna also commented on her lack of training in fundraising and her discomfort associated with this work. She shared, “I'm not trained in fundraising. . . . It’s not my area. . . . I would prefer, at least, a handout of useful tips or a workshop where I can perhaps learn some grant writing tips.” To Adrianna’s point about fundraising not being “her area,” Caroline shared some of her experiences with fundraising efforts. She remarked,

> I was extremely confused about how to do fundraising . . . every two steps I'm misstepping because I didn't know what I was doing. . . . So, that was really frustrating and embarrassing because I wanted to do it right. . . . I had no knowledge about the protocol.

Although faculty openly acknowledged their lack of training in fundraising and voiced the discomfort this void generated, they admitted a willingness to learn and, to Caroline’s point, wanted to do well when they were engaged in projects.

Lack of clear communication. As faculty shared concerns about their lack of training, they concurrently expressed frustrations regarding unclear communication from staff. Elaine succinctly stated that “the communication lines can always be improved.” She then expanded her thoughts with an example. She shared, “Sometimes I didn’t get a letter or a note [from development] about who donated throughout the month. So, I could never write a thank you note. . . . I'm thinking this looks really bad.” However, Elaine was not the only faculty member to remark on poor internal communication about fundraising. Ryan and Roslyn had an exchange during one of the focus groups that supported Elaine’s general statement. Roslyn mentioned submitting a “wishlist to development.” Ryan responded, “I didn’t even know you could send a list, a wishlist, to development. . . . I know for [my program] we have some wishlist items.” This exchange between Ryan and Roslyn confirmed some of the communication frustrations experienced by the faculty. Jacob was able to provide a third example that again reinforced Elaine’s general point. He noted that the faculty “were [recently] told by email that [they] needed to get permission before [they] contacted alumni/ae collectively by e-mail or other ways.” He continued, “What was really interesting is that there seemed to be no thought about faculty thinking it was strange that [marketing and development] were going to tell faculty how to speak with their former students.” Jacob went on to note that poor communication “works against’’ productive fundraising initiatives. In sum, Elaine’s point that “communication lines can always be improved” was well-supported by her and her colleagues’ experiences.

In addition to concerns about general communication lines within the institutional context, faculty expressed worries about staff communication involving donor engagement activities specifically. Constance expressed a desire for more information pre and post donor events and fundraising projects. She noted,

> I usually just get an invite with a time and a place and maybe a general topic and maybe some information about who's going to be there. I can certainly go and ask. I have asked for more information and have been given it. But, I just don't feel like I get a clear sense of . . . ‘we hope you can come because you could offer this; or we would love for you to tell this person about this; or these are the kinds of things this person is interested in, so if you have stories that come to mind that might be of interest to this person, please share; or we're hoping that this person might be willing to go into this venture with us.’ . . . Also, I would love feedback on the outcome . . . like what went well . . . what didn't go well. Sometimes I don't know what happens after . . . if anything.

To Constance’s point about desiring more information for donor engagement, Ryan explained, “In trying to maintain [donor] relationships, I don't feel like I'm always fully informed of other things that are going on . . . maybe I'm duplicating or missing pieces to where I could be doing better if I had more information.” Fiona too shared concerns about lack of preparation for donor engagement opportunities. She noted,

> There have been times where I've been introduced to somebody who clearly is . . . being groomed. It's sometimes been a little bit challenging when I'm not briefed on who the person is. [Staff] will say, 'Just go talk to this person.' That's tricky to just strike up a conversation when you don't have points that you can connect with them on. . . . Something about the person to help strike up that conversation and get it started is really helpful. But, that's been a little inconsistent in my experience.

Like her colleagues, Fiona desired clearer communication from staff with regards to how she could improve her engagement with donors. In sum, because faculty perceived the current state of communication between faculty and staff as a barrier to productive fundraising efforts, they noted a need for overall improvement.

Lack of appropriate budgetary support. Throughout the study, faculty noted that lack of institutional value, lack of training and expertise, and lack of clear communication hindered their efforts to engage in productive fundraising activities. However, lack of appropriate budgetary support had the adverse effect. Faculty often discussed how budget constraints encouraged them to engage in specific fundraising opportunities. Roslyn stated,

> I did not feel like I could say no . . . because I felt like it was my responsibility to participate in those [projects] because I wanted to make sure that my department . . . had those funds to continue doing the things we need and want to do for our students.

Various faculty echoed this concern about budget constraints and the need for more dollars. Fiona shared,

> We have small budgets at our institution and so we really do scrutinize every dollar we spend to try to figure out if this [expenditures is] in the best interest of our students. If we are afforded a donation of either money or an internship . . . it takes some of the pressure

> and the stress off the faculty to try to figure out how to fund something or how to resource something or how to get a high achieving student placed in a particular internship.

Constance shared Fiona’s concern about budgets. She stated, “All of our budgets are strapped. . . . So, any kind of funding or resources we can get is really helpful.” Adrianna helped solidify Constance’s point. She specified, “If we want to do anything extra beyond our standard departmental budget, which covers copying, postage, and office supplies, the expectation is that we go out and get that money ourselves.” During his interview, John shared a comment very similar to Adrianna’s. He stated, “It is just a fact. It is sad, but I see the tightness of money here. It’s not surprising. So, it’s like you do it, or it doesn’t get done.” Harris sustained the theme. He shared,

> Schmoozing is a lot of it . . . all of that has to be done because our budget is so limited and the things that we need like . . . equipment . . . are very expensive. So, if we're going to get it, we have to find people who will donate for it. . . . . We're realistic that the school is not going to be able to give us that money.

Peter and Nolan also highlighted their limited budgets and the need for budgetary support to enhance faculty creativity and sense of control. Again, the faculty expressed that budgetary constraints, unlike the other noted barriers, sometimes encouraged them to consider and pursue specific fundraising opportunities.

To review, my first research question examined how tenured faculty, who have participated in academic fundraising, conceptualize their participation in fundraising activities. As I considered this question, three primary themes emerged from my analysis of the data. First, faculty were struggling to fit fundraising within their prescribed workload expectation. This perspective involved (a) the viewing of fundraising as a form of faculty service, (b) a willingness to consider fundraising opportunities, and (c) the management of overburdened faculty time. Second, faculty were looking for a productive partnership with staff. This partnership incorporated the following characteristics: a collaborative relationship between faculty and staff, a focus on academic priorities, and an effective use of faculty strengths and expertise. Lastly, faculty were attempting to manage perceived barriers involved with fundraising activities. Three of these barriers inhibited faculty engagement in fundraising: (a) the lack of institutional value, (b) the lack of training and expertise, and (c) the lack of clear communication. The remaining institutional barrier, lack of appropriate budgetary support, had the opposite effect in specific cases as faculty might engage in a particular project to realize immediate student needs. In general, faculty were looking for reasonable opportunities to align fundraising to their defined teaching, research, and service roles. To facilitate this alignment, faculty desired productive partnerships with staff and wanted strategies for managing or eliminating barriers. These comprehensive findings capture my analysis regarding the first research question. I now progress to the second research question.

Research Question 2: The Theoretical Lens of Academic Citizenship

My second research question examined how the theoretical lens of academic citizenship, specifically social and moral responsibility, helps explain faculty perspectives of their participation in academic fundraising initiatives. To initiate this analysis, I provide a review of Macfarlane's (2005) definition of "social and moral responsibility" within the framework of academic citizenship. In his model, Macfarlane (2005) explained that faculty express social and moral responsibility when they demonstrate a commitment to someone beyond themselves or when they recognize and affirm the value and well-being of other groups. Therefore, regarding the second research question, three distinct themes emerged from the data in accordance with this understanding of social and moral responsibility. Focus group and interview data revealed that all faculty participants engaged in fundraising because they felt committed to one or more of the following: the college, their students, and alumni/ae relationships. Stated differently, faculty participants' devotion to South College, their students, and their alumni/ae motivated them to participate in fundraising.

Commitment to South College

Sixty-three percent of participants shared that their commitment to and love for South College meaningfully influenced their decisions to engage in fundraising opportunities. However, not all faculty expressed this commitment in exactly the same way. Some faculty simply stated their love for the institution and the campus community. Others remarked on a desire to promote the college's profile to external communities. A third perspective revealed faculty commitment to the long-term well-being of the institution.

A number of faculty attributed their engagement in fundraising to their love for South College and the campus community in general. Haley shared that she "do[es] this work for the college. . . . It's the right thing to do." Elaine reiterated this point. She noted, "Many of us at South College do [this work] because we believe in South College and we love what we do and we love our students. . . . I [participate in fundraising] because it's good for South College." Continuing this theme, Gary stated that his work with fundraising is "motivated by a love of South College and the people [he] get[s] to work with." He went on to say that it is "an ethical or moral obligation in the culture of the institution." Ryan used a different term. She remarked that she assists with fundraising "out of loyalty." She wants "to help the college because [she] know[s] they need it." In expressing his commitment, Harris shared, "We all sink or swim together. It's as simple as that. If I'm asked to do something, whether it's raise funds or sit on a committee or do anything, I do it because we all sink or swim together." Caroline shared a similar perspective about unity. She stated, "I'm committed to the institution, and [fundraising is] a very literal way of showing it. It's not just about me. It's about the entire community. We're all in this together." As established, the faculty participants' obvious regard for the college motivated their participation in fundraising efforts.

Promoting the college to external audiences. While still expressing a commitment to South College, some faculty shared a slightly different perspective. One central reason these faculty engaged in fundraising was to help promote the college's external image. For example, Caroline noted that fundraising helps her "get the South College name out there in a positive way." Peter agreed. He shared, fundraising "can benefit the college perhaps in more tangential ways as outsiders see the collage as successful and capable of doing [whatever the project is]." Like Caroline and Peter, Constance desired to help raise the profile of the institution. She wanted her fundraising work to help promote South College to external communities. She noted,

> I look at [some] other colleagues who do really important work, but their work doesn't really return to the institution. It may help the field but doesn't really help raise the profile of the institution or [promote] the reputation at least among a broader audience . . . It doesn't bring resources back [to South] but may uses some faculty time to do [the work] and may even [require] financing from the college in order to do the research, which sort of draws out of the institution . . . not without benefit but draws [resources] out of the institution. Whereas, I feel like most of my [fundraising] work returns to the institution, at least to the students, but a lot of it has returned to the institution beyond the students.

In her remarks, Constance, like Caroline and Peter, demonstrated that she values opportunities that allow her to focus on work that advances the public image of the institution.

Protecting the college's long-term viability. While Peter, Caroline, and Constance focused on South College's external image, Nolan, Ruth, and Haley spoke more about the college's long-term viability. Nolan highly values faculty engagement with fundraising and shared the following thoughts:

> We all know that colleges [of our type] are in trouble. They've been for some years. Anything a faculty member can do to support the institution is wholeheartedly appreciated by me and, I'm sure, by others as well. . . . We all are trying to help the school that we love. I think in the back of all of our minds is a terrible fear that one day there won't be a South College.

Ruth stated that she participates in fundraising activities "because [she] care[s] about the life of the institution." She posited, "We should all be thinking about our health today and our health in 10, 30, and 100 years from now. I care about this institution tremendously." Haley demonstrated in her thoughts that she too is committed to the long-term health of the institution. Haley noted,

> I have a contract with the college. Part of that contract is . . . to help better the institution, to help better my workplace, to help ensure that I'm just not taking a salary, but I'm making South College a better place. If there's anything I can do to secure resources that make [South College] a better place and more viable in the future, [saying no is] just not an option.

These faculty love the institution and desire long-term viability for South College. To this end, they try to engage in fundraising opportunities that allow them to advance the long-term health of the institution.

Commitment to Students

In addition to expressing a commitment to South College, faculty shared a desire to secure funding for their students. I was surprised that faculty did not talk about a commitment to their own research or professional gains. However, this was not the case. Eighty-eight percent of faculty participants spoke about a commitment to their students. Nolan stated, “I think there’s no question [as to why I do this work] – the students themselves.” Fiona agreed. She shared,

> I feel better about participating if there's a direct student benefit. I feel a little less comfortable if it doesn't directly benefit students in some form or fashion. . . . Whenever I've been involved, typically there's been a direct student benefit from the ask and that's why it matters to me.

Paul’s thoughts were similar to Fiona’s comments. He too valued fundraising for the student, not faculty, gain. He shared,

> I'm a little less comfortable fundraising for me and my research. . . . When the students benefit . . . I think that's when [fundraising] has a purity to it. I don't mind faculty benefiting. I'm not trying to say we're not important, but when people spend a lot of time going to conferences that have nothing to do with the classroom, just with their particular pet thing, it's a little self-serving. I have certainly struggled over the years with some faculty who thought that the college existed for them rather than all of us existing for the students. I love it when the students get to benefit. I think that's just a pure experience.

Like Fiona and Paul, Ruth clarified that one of the primary motives for her participation in fundraising is her students. She stated,

> The most important reason why I say yes to development work is that it often leads to real opportunities for our students, who deserve opportunities. . . . I can never, ever, ever

> forget my students are my first priority. . . . They are the reason [faculty] exist, and they and their families make tremendous sacrifices and commitments to this institution. The students who are here with me now absolutely have to be my very first priority. . . . Yet, if I want to create a vibrant alumni/ae community for them, if I want to continue to grow our program so that they have peers in their classes and peer alumni, if I want their degree to increase in value over time, and if I want them to have opportunities and internships and graduate school and professional full-time jobs, it's absolutely necessary that I partner with our colleagues in development. That's just the reality for a small institution.

Like Ruth, Roslyn and Elaine found enjoyment in the student-related aspects of fundraising. Elaine remarked that the student benefits were "hugely important." In sum, the faculty spoke energetically about fundraising opportunities that benefited students. The faculty participants' commitment to their students' success encouraged their participation in fundraising.

Commitment to Alumni/ae Relationships

The final commitment expressed by faculty was to their alumni/ae or, more specifically, to their former students. Sixty-three percent of faculty noted relationships with alumni/ae as a driver for their thoughtful engagement with fundraising. Many faculty discussed their strong connections to their alumni/ae and their desires to preserve these relationships. Faculty did not want fundraising activities to interfere with these relationships and, therefore, desired thoughtful engagement with alumni/ae fundraising projects.

Faculty were quick to note that they were often the key to alumni/ae engagement with South College. Ryan noted that faculty "are the link to . . . alumni." During the focus group, John and Roslyn agreed with Ryan's comment. Roslyn later clarified during her interview,

> Alumni/ae . . . are connected to their coaches. They're connected to their faculty. Those are the people they remember. . . . It might be something different than what you would remember if you were at a larger institution where you are remembering a basketball arena or whatever. [South students are] remembering something very different, so having faculty involvement in [fundraising] is almost necessary because that's what the students remember about their educational experience.

To Roslyn’s point about sustained faculty connections with alumni/ae, Elaine shared, “[Faculty] spend a lot of time with [students] in four years. [Students] invest a lot of time back, so there's that relationship. . . . You want to see them do well, and you want to keep up with them as alumni.” Like Elaine, Jacob discussed faculty members’ desires to remain connected with alumni/ae. In his following comments, he introduced some specific nuances around faculty relationships with former students. He stated,

> Our size works for us. . . . We do have connections with [students]. I know that many faculty have very strong relationships with former students through email, other contacts, and social media. Facebook has been a real boon. . . . Former students get married. They have babies. They have these accomplishments that may not be work related. Faculty can say congratulations. Or, [former students] can get a little down, and faculty can say keep going. I think it helps sometimes to have an old teacher say to you, via social media, I see what you're doing and I am rooting for you.

Gary also posited the value of faculty relationships with students and asserted that faculty are a key connector for alumni/ae. He stated,

> I would think there is the potential for having alumni/ae that have real personal connections to faculty reinvesting in the college. It could be department specific, but it

> could also be like a general fund. . . . I guess in short, it's all relationships. People support what they love with their time, talent, and treasure, but those relationships have to be fostered. The faculty are a primary contact point for students and alumni/ae.

When serving as this key contact for alumni/ae, Ryan stated that she tries to avoid "breaking . . . the trust or breaking the connection [she] has with [her alumni/ae]." She reaches out to alumni/ae to keep them engaged because she "genuinely care[s] and want[s] to keep them up to date and see how they're doing." She does not want her alumni/ae to think that she only connects with them to ask for money. Overall, faculty were eager to discuss their commitment to their former students. Further, they argued that their authentic relationships with alumni/ae helped sustain alumni/ae engagement with the institution and helped advance opportunities for development.

Conclusion

Throughout the focus group and interview conversations, faculty shared their thoughts regarding their engagement with academic fundraising. The findings from these conversations reveal that faculty are trying to understand how fundraising fits within the context of their existing faculty work, faculty are eager for productive partnerships with fundraising staff, and faculty are attempting to navigate perceived barriers to engaging in fundraising efforts. Additionally, the data revealed that faculty engage in this work because they are committed to South College, their students, and their alumni/ae. Finally, as evidenced by the findings, the institutional context cannot be ignored. Throughout conversations, faculty repeatedly referenced the state of the college's finances and the college's place, as a small private institution, within the context of the higher education landscape. The implications of these findings are discussed in the following chapter.

CHAPTER FIVE

DISCUSSION

Throughout my review of the literature, I found only two studies related to the engagement of faculty as fundraisers. Neither study occurred at a small, private four-year institution in the United States. One study was at an HBCU (Gasman, 2004) while the other occurred outside the United States at a predominantly online university (Dubé, 2005). Both contexts were markedly different from that of a small, private four-year institution in the Midwestern United States. Yet, the value of this study's context cannot be overlooked. As previously posited, the study's context is part of a higher education sector that is currently facing notable financial stress (Anft, 2018; Auter, 2017; Docking & Curton, 2015; Drezner, 2013; Marcy, 2017). To this point, knowing how faculty conceptualize their participation in fundraising may measurably effect a post-secondary leader's ability to realize fiscal targets at a time when fundraising is critical to the viability of many small, private institutions.

Furthermore, unlike the other two studies about faculty serving as fundraisers, I chose to consider faculty perspectives through the theoretical lens of academic citizenship (Burgan, 1998; Macfarlane, 2005, 2007a, 2007b; Thompson et al., 2005). In a study of urban faculty philanthropy, Shaker (2013) used this theoretical framework to consider faculty as donors to their institution. She found that one way faculty expressed their academic citizenship was by giving financially to their institution (Shaker, 2013). In short, she discovered a connection between faculty giving and academic citizenship (Shaker, 2013). I attempted to determine whether a similar connection could be found between academic citizenship and faculty participation in fundraising work. Given my findings, I concluded that faculty participants' engagement in fundraising was an opportunity for them to express their academic citizenship.

With regards to a connection between academic citizenship and the faculty participants' actions, my findings generally align with Shaker's (2013).

To arrive at these conclusions and the findings shared in the previous chapter, I conducted a comprehensive review of relevant literature, which I synthesized in Chapter Two. In this review, I examined the role of faculty, their engagement in fundraising both as donors and fundraisers, and the theoretical lens of academic citizenship. As outlined in Chapter Three, I employed a qualitative single-case study design for the study. This design allowed me to capture faculty members' words regarding their participation in fundraising activities in the specified context of a small, private institution. Further, the design permitted me to address the study's driving research questions, which guided all aspects of protocol development, data collection, and data analysis. In Chapter Four, I shared the case study's findings. In the following sections, I discuss how these findings address the two research questions, and I position these findings within the literature. Following this discussion, I consider implications for practice as I believe research and practice must work collaboratively to enhance the field. The final section discusses limitations of the study and recommendations for future research.

Discussion of Findings

In addition to introducing a new context and expanding the application of the academic citizenship theoretical lens, the findings of this study enrich the literature base in various ways. First, this study confirms O'Meara's (2016) findings that context matters. Context was a constant thread throughout the study. Second, the study's findings validate other studies' results regarding faculty concerns about increasing burdens on faculty time (Bland et al., 2006; Gappa et al., 2007; Kezar et al., 2015; Sandquist et al., 2013; Ziker, 2014). Further, as Ward (2003) suggested, the lack of clarity around faculty service obligations haunted faculty throughout this study. However, unlike O'Meara's (2016) study, males and females both applied community-oriented language to describe their reasons for engaging in fundraising, a specific type of faculty service. Additionally, in contrast to my expectations and Olson's (2006) argument, faculty were willing to engage in fundraising work. I assumed time would cause faculty to hesitate, but this response was not evident in the findings. Finally, like studies on faculty donors (Knight, 2003; March, 2005), relationships held value for faculty fundraisers. However, the faculty donors in Knight's (2003) and March's (2005) studies were much more focused on advancing their own academic departments and personal interests when compared to the faculty in my study. In sum, through a different context and philosophical lens, my study enhanced some existing findings in the literature base while simultaneously providing new or contrasting perspectives on other prior findings. The following sections delve more deeply into these similarities and differences.

As I describe my interpretations of the study's findings, I support my conclusions with existing literature, other articles from the field, and data from the study. I begin with a discussion of the context and its impact on faculty perspectives of their engagement with fundraising. I then transition to faculty perspectives of their complex faculty roles, which includes targeted consideration of their time, their service burden, and their willingness to engage in this work. Next, I share faculty perspectives about their relationship with fundraising staff. Faculty desired a productive partnership approach to fundraising. In the next section, I consider similarities and differences between faculty as donors and faculty as fundraisers. Finally, I close with a discussion of the effectiveness of academic citizenship in explaining faculty perspectives of their engagement in fundraising.

Institutional Context Matters

In considering the data in response to the driving research questions, my assumption about context was accurate. In this study, the institutional context cannot be ignored. One of the advantages of a case study design is the ability to consider how the context influences the study (Creswell & Poth, 2018). Given my review of O'Meara's (2016) study of faculty service, I anticipated this finding. I expected faculty views of their work to be influenced by the context in which this work occurs. Throughout my engagement with the study, faculty grounded their perspectives in their academic culture. The principal contextual elements that influenced faculty perspectives were fiscal constraints and the faculty workload definition.

Various authors have noted that small private colleges have faced extreme financial pressures in recent years (Carey, 2014; Docking & Curton, 2015; Marcy, 2017). According to the participants' perspectives, South College has shared this reality. Faculty frequently remarked on the unsettling condition of small colleges in today's climate. As a result of this less-than-promising reality, faculty expressed nervousness about the future of their institution. Faculty also shared their efforts to manage tightening budgets. At times, these limited budgets motivated faculty to engage in specific fundraising projects. These efforts were often aimed at a particular unfunded or underfunded student opportunity. In sum, faculty worries about fiscal health were present in every focus group and interview discussion. Thus, the influence of this contextual element cannot be overlook. The same can be said for the following characteristic.

The other key contextual element in the study was the institution's definition of faculty workload. Faculty regularly referenced the faculty handbook when describing their institutional role. The handbook commits faculty to the traditional teaching, service, and scholarship expectations. As the literature reveals, this three-part model is common and dominates faculty promotion processes on many campuses (Bland et al., 2006; Kezar et al., 2015; Ward, 2003). At

South College, faculty often classified teaching as their primary commitment. They explained that everything else must flex around this commitment of 12 credit hours or three to four classes per semester. Faculty noted that this flexibility was sometimes challenging to achieve. Further, faculty perspectives revealed some dissatisfaction with the lack of clarity and definition around the service aspect of their work. I discuss this finding in greater detail in the following section.

Faculty Management of Their Complex Role

Given the study's findings and the wealth of research on the increasingly complex nature of faculty work, I understand why faculty participants struggled to determine fundraising's fit within South College's defined faculty workload. This struggle may have originated from faculty attempts to make sense of an already overburdened job. Faculty repeatedly shared concerns about the complexities involved in managing their work. For example, a number of faculty remarked that South College is both a teaching institution and a service-focused institution. Faculty often found themselves trying to navigate this dual emphasis, which may explain why they felt they were frequently working more than a reasonable work week. Additionally, faculty felt service, in general, required extensive time and was rather nebulous. The following sections address these two key faculty perspectives of time and service.

Overtaxed faculty time. As referenced in other studies (Bland et al., 2006; Gappa et al., 2007; Guarino & Borden, 2017; Kezar et al., 2015; Misra et al., 2011; Sandquist et al., 2013; Ziker, 2014), overtaxed faculty time is a reality. This problem was noted throughout all stages of my study. This outcome is similar to Dubé's (2005) findings. The faculty fundraisers in Dubé's (2005) study struggled to manage their teaching and administrative responsibilities and felt that even without fundraising they were already investing extra hours in their faculty work. Similarly, the faculty participants in my study expressed thoughts about overextended workloads and extensive time invested in faculty work with and without fundraising. Even without considering fundraising, the literature abounds with research on the expansion of faculty workloads and faculty struggles with managing growing expectations (Boyer, 1990; Gappa et al., 2007; Kezar et al., 2015). In 1990, Boyer noted that tension existed between the prominent three aspects of faculty work. My study confirms that this tension still exists almost thirty years later. For example, Peter stated that “there’s no release time to do . . . other things [outside teaching and designated service]. Anybody who does scholarship does it totally on their own time.” The faculty in my study were managing fundraising tasks in addition to the other faculty obligations often covered in the literature. In brief, faculty perceived their plates as overflowing. Fundraising was simply part of the mix.

Service obligations. This notion of overburdened faculty time is influenced by faculty perspectives of their service obligations. The literature reveals that faculty service places significant time demands on faculty for apparently little recognition via the promotion and tenure process (Boyer, 1990; Sandquist et al., 2013; Ward, 2003; Ziker, 2014). This is especially true for on-campus service (Ward, 2003), which is the category in which fundraising most logically fits. The faculty in the study substantiated these research findings. They found themselves engaged in significant service obligations. During her interview, Ruth outlined various aspects of her service work: student recruitment, curricular design, scheduling, hiring and overseeing adjuncts, development work, and administrative and faculty search committees. She noted that faculty help in every department on campus. In addition to their dissatisfaction with the amount of service work, faculty were frustrated by the lack of formal recognition for their extensive time and effort in service activities in general and in fundraising specifically. Fiona shared frustration with the lack of clarity around service in the promotion and tenure process. In Dubé’s (2005) study, faculty expressed similar dissatisfaction with the lack of formal recognition for their work with fundraising. These findings align with Ward's (2003) research. To help mitigate these faculty frustrations, Ward (2003) recommended that institutions clearly define faculty service, thereby helping faculty both engage in meaningful opportunities and balance service with teaching and research. Lastly, the literature reveals that faculty do not love service (Macfarlane 2005, 2007a, 2007b; Misra et al., 2011; O'Meara, 2016). However, research also discloses that some faculty participate in service to assist their institutions and their students (Macfarlane 2005, 2007a, 2007b; Misra et al., 2011; O'Meara, 2016). The first of these two findings does not represent the faculty in my study. Collectively, faculty were positive about fundraising, especially when they could focus on academic priorities and student needs. The latter of the two results does reflect the faculty in my study. Faculty shared similar reasons, assisting their institution and their students, for engaging in fundraising, which they perceived as a component of faculty service.

Gender and service obligations. In the literature review, I dug a bit deeper into faculty service burdens by examining gender differences. With regards to fundraising perspectives and experiences, I found no obvious differences between the males and females in the study. However, I found an interesting and unexpected connection to O'Meara's (20016) study at a large research university. In her qualitative study on internal faculty service, O'Meara (2016) found that "there were discernible gender differences in the ways men and women thought about campus service" (p. 15). Female faculty described campus service in community-oriented terms (O'Meara, 2016). Male faculty tended to frame internal service as campus issues and something they wanted to avoid (O'Meara, 2016). In my study, I found that all faculty, male and female, used community-orientated terms to describe their engagement with fundraising. In general, participants expressed dedication to the campus and their students. Ryan talked about preserving trust with her alumni/ae. Gary discussed his moral obligation to the community. In other words, all faculty perspectives aligned more readily with the female perspective in O'Meara's (2016) study.

Willingness to engage. Overall, I was surprised, given faculty worries about time and workload, that faculty were willing to engage in fundraising efforts. Although Dubé (2005) discovered a similar finding, I expected a different result because of the abounding literature on the overwhelmed professoriate (Bland et al., 2006; Gappa et al., 2007; Guarino & Borden, 2017; Kezar et al., 2015; Misra et al., 2011; Sandquist et al., 2013; Ziker, 2014). I thought faculty would resist one more service-related expectation. I anticipated faculty opposition to their engagement in fundraising work. However, the data did not support my assumptions. Further, my results contradicted Olson's (2006) argument that many faculty may criticize fundraising and question its role in their work. As the findings reveal, faculty seemed to understand that their engagement in fundraising was important and that they had a role in this work, and under the right circumstances, faculty were willing to do this work. The next section touches on one of these preference circumstances.

Faculty and Staff Partnerships

Although faculty participants were willing to continue their engagement with fundraising, they expressed preferences for this work. Faculty in my study agreed with Dubé's (2005) faculty participants in that they should not be fundraising on their own. Like the faculty in Dubé's (2005) study, my participants spoke of a team approach. Faculty desired a productive partnership characterized by a collaborative relationship, a focus on academic priorities, and an effective use of faculty strengths and expertise. Again, faculty wanted to employ their time wisely and were open to opportunities that integrated with work they were already doing as part of their formalized faculty role. In other words, faculty wanted to be respected for their time and the contributions they made to the fundraising process. They wanted to contribute in productive ways that generated benefits for South College and their students.

Dr. Perlmutter, a professor and dean at Texas Tech University, expressed similar thoughts from his experiences participating in fundraising work alongside faculty colleagues. He acknowledged that faculty are becoming more readily involved in fundraising (Perlmutter, 2014). However, like the faculty in my study, he stressed that faculty should not fundraise alone. In other words, faculty should be part of a fundraising team (Perlmutter, 2014). He remarked that "the best results are obtained when [faculty and staff] work together" (Perlmutter, 2014, para. 24). Eckert and Pollack (2002) agreed with Perlmutter's (2014) assertion. They noted that in today's uncertain climate fundraising requires a strategic, informed approach to on-campus partnerships between faculty and staff (Eckert & Pollack, 2000). This position of teamwork was readily shared by my faculty participants.

Given faculty participants' views about their engagement in fundraising and their desire for a team approach, I found that faculty recognized that development officers, like faculty, should not fundraise alone for academic priorities. In his article, Olson (2006) encouraged faculty to get engaged with fundraising. He noted that faculty should see fundraising staff as relevant to the "academic enterprise" (Olson, 2006, para. 9). He argued that fundraising efforts will fail if faculty avoid working alongside staff to help realize much needed dollars (Olson, 2006). In response to Olson's (2006) concerns, the faculty in my study valued the contributions of fundraising staff and felt partnering with staff was necessary for success. For example, Ruth clearly stated her respect for fundraising staff during her interview. She remarked, "I recognize they work just as hard as I do, and I'm really, really grateful for the connections they make and their efforts . . . the ways in which they help provide students opportunities that I could never provide on my own." The study's faculty participants had engaged in fundraising and realized its value for students and the institution, especially in the current post-secondary climate. Additionally, faculty understood, as Olson (2006) suggested, that they, as well as development staff, bring valuable information and perspective to the fundraising process.

Comparisons to Faculty Donors

I now transition to examining the study's findings through the lens of a different type of relationship between faculty and development staff. Given the literature around faculty as donors, I want to consider my results within this context, especially given Dubé's (2005) assertion that similarities exist between donors and volunteer fundraisers. In the literature, March's (2005) descriptive study on faculty and staff giving revealed that campuses around the size of South College exhibited a "degree of intimacy that [was] not present on larger campuses" (p. 56). March (2005) remarked that these close relationships influenced faculty engagement as donors, for faculty felt "an invested interest in the overall success of the campus" (p. 56). Knight (2003) and Holland and Miller (1999) also found that feelings of loyalty or connectedness to the institution motivated some faculty to donate. I discovered similar characteristics among the faculty in my study. Faculty participants openly described their love for and connection to South College and their commitment to bettering the overall campus community. Faculty participants' connections to and investments in their campus community inspired them to participate in fundraising projects, a result similar to March's (2005) and Knight's (2003) work with faculty donors. In sum, my study's findings seem to support Dubé's (2005) assertion that some similarities exist between the characteristics of faculty donors in the literature (Knight, 2003; March, 2005) and faculty serving in fundraising roles.

To expand this point, literature suggests that relationships may be a key reason that faculty and staff give to their institutions (Holland & Miller, 1999; Knight, 2003; March, 2005). My study reveals that relationships were also valued by the faculty participants who engaged as fundraisers for South College. For example, faculty participants shared a desired to partner with staff for effective results. Additionally, faculty shared a commitment to students and their growth as well as a commitment to alumni/ae relationships. Faculty wanted to be thoughtful when asking alumni/ae for money. They treasured their relationships and wanted to ensure trust was not violated as a result of a fundraising project. Faculty spoke about truly caring for their former students and their welfare. These relationships influenced how faculty approached fundraising work. March's (2005) study with faculty and staff donors showed a similar outcome. March (2005) found that "when interpersonal relationships prevail, faculty members are more likely to 'buy into' the cause" (p. 59). Faculty participants in my study wanted to feel connected to their stakeholders as they participated in fundraising work. This personal connection seemed to enhance the value of the work for the faculty engaged.

Overall, I agree with Dubé's (2005) assertion that donors and fundraising volunteers share similarities. In both roles, faculty seemed to value their connections to the campus community and to personal relationships. However, I am surprised that one additional similarity was absent. I expected faculty to discuss fundraising for their academic departments. Knight's (2003) and March's (2005) studies revealed that faculty donors were inclined to restrict their gifts to their departmental budgets or to scholarships for their students. This practice permitted faculty to further their own interests. However, this restrictiveness was not an outcome of my study. This is one occasion where my study diverges from the literature base on faculty donors. In my study, faculty participants spoke of helping fundraise dollars for the general fund and working to advance the greater campus community. Although faculty wanted their fundraising work to align with their strengths and expertise, they were not locked into fundraising for their specific departmental needs. As previously noted, the faculty in my study approached fundraising work from a more community-minded perspective (O’Meara, 2016).

Thus far, throughout the discussion, I have focused on the first research question regarding faculty perspectives of their engagement with fundraising. The findings reveal that faculty are willing to continue their engagement with fundraising and are committed to serving the college. However, faculty grapple with how best to fit fundraising into an already overburdened prescribed workload. Faculty are struggling to manage the time demands that accompany their professional expectations, which include faculty service, a logical home for fundraising tasks. Regarding issues of time management and competing demands, faculty advocate for productive partnerships with development staff. Given these faculty perspectives, I now transition to the second research question by examining how the theoretical lens of academic citizenship, specifically campus-based social and moral responsibility, helps explain these faculty perspectives.

Academic Citizenship

Given the study’s findings, I assert that engaging as fundraisers is one way the faculty participants at South College exhibited their academic citizenship. As a result, this study builds upon Shaker’s (2013) work by extending academic citizenship to include faculty fundraisers. The following analysis guided me in formulating my conclusion. As part of his framework for academic citizenship, Macfarlane (2005; 2007a) posited that faculty service manifests as a commitment to the success of someone or something beyond the individual faculty member. Within this lens, this commitment has been categorized as a faculty member's dedication to social and moral responsibility (Macfarlane, 2005). Macfarlane (2005) stated that "social and moral reasonability flows from an understanding, and acceptance, of the importance of . . . multiple . . . communities" (pp. 304-305). Macfarlane's (2005) perspective of academic citizenship aligns with faculty participants' responses regarding why they engage in fundraising. Faculty stated plainly that they participate in fundraising to advance the overall well-being and success of groups or entities beyond themselves. Faculty felt committed to the welfare and success of South College, their students, and their alumni/ae. Some faculty participants, like Fiona, stated that they felt better about projects that advanced benefits for students. Ruth plainly shared her position as a campus citizen. She stated, "I feel a sense of institutional responsibility as a citizen of this institution to support our development work." Although worded differently, Ruth's colleagues shared her sentiment. This comment reinforces faculty understanding and acceptance of not only their students and alumni/ae but also development staff. In sum, throughout the study, faculty selflessly attended to the successes of various communities.

As noted previously, I was surprised that faculty participants did not discuss fundraising benefits for their departments or their own research. Interestingly, faculty almost seemed uncomfortable with soliciting resources for their own research needs. This finding would have demonstrated a more self-serving perspective that cannot be explained by the academic citizenship lens. However, this perspective was not evident. For example, Paul shared, "I'm a little less comfortable fundraising for me and my research. . . . When the students benefit . . . I think that's when [fundraising] has a purity to it." Additionally, although participants expressed frustrations, they did not relinquish their fundraising responsibilities. Faculty had a laser focus on the institution, their current students, and their former students.

To this point, I argue that the collective welfare aspect of academic citizenship was evident throughout faculty perspectives. Literature reveals that faculty attention to collective welfare manifests in diverse ways. Faculty viewing their work through this lens (a) promote the overall well-being of the institution, (b) define faculty work as shared, and (c) feel a sense of obligation to the communities they serve (Burgan, 1998; Macfarlane, 2007a, 2007b). All three of these characteristics of collective welfare were evident in faculty perspectives.

First, faculty repeatedly espoused their commitment to South College's overall well-being. For example, Elaine noted, "Many of us at South College do [this work] because we believe in South College. . . . I [participate in fundraising] because it's good for South College." Continuing this theme, Gary stated that his work with fundraising is "motivated by a love of South College and the people [he] get[s] to work with." Ryan remarked that she assists with fundraising "out of loyalty." These examples help reinforce my argument that the faculty participants at South College were active in promoting the general welfare of the institution.

Regarding the second characteristic of collective welfare, faculty noticeably viewed their fundraising work as a shared commitment. They were clear that neither they nor development could do this work alone. They espoused that fundraising requires a team approach. This result is clearly evident in the findings around faculty desires for productive partnerships with development staff.

Finally, the faculty expressed a sense of obligation to the communities they serve. Faculty specifically expressed responsibilities to their students and alumni/ae. For example, Nolan stated, "I think there's no question [as to why I do this work] – the students themselves."

Ruth continued this perspective. She noted, “The most important reason why I say yes to development work is that it often leads to real opportunities for our students. . . I can never . . . forget my students are my first priority. . . . They are the reason [faculty] exist.” Additionally, faculty noted a commitment to the entire South community. For example, Harris shared, “We all sink or swim together. It's as simple as that. If I'm asked to do something, whether it's raise funds or sit on a committee or do anything, I do it.” Caroline agreed. She remarked, “I'm committed to the institution, and [fundraising is] a very literal way of showing it. It's not just about me. It's about the entire community. We're all in this together.” In sum, when asked why they participate in fundraising, all faculty participants responded with one or more of the following reasons: their love for the college, their commitment to their students, or their dedication to their alumni/ae. For these various reasons, I maintain that the social and moral responsibility lens of academic citizenship, including the collective welfare aspect, helps explain faculty perspectives of their engagement in fundraising at South College.

Implications for Practice

Although the principal purpose of the study was to expand the research base in the field, the findings hold some key considerations for professional practice. Based on faculty perspectives of their work in fundraising, I have four central recommendations for the higher education community. First, campuses should construct a framework for establishing productive partnerships between faculty and development staff. Second, institutions where faculty engage or may engage in this work should consider formally recognizing fundraising as part of the faculty workload formula. Next, if institutions are engaging faculty in fundraising work, they should monitor the service burden imposed on faculty in tenure-track lines. Finally, educational leaders should approach the engagement of faculty in this work with sensitivity.

Construct a Clear Framework to Facilitate Faculty and Staff Fundraising Partnerships

Faculty perspectives revealed that partnerships with development staff were important to fundraising success and satisfaction. Faculty did not want to do this work alone. Further, I assert that faculty realized that development officers should not fundraise single-handedly for academic priorities. Perlmutter's (2014) fundraising experience supports this teamwork perspective. He, alongside Eckert and Pollack (2000), agreed that fundraising should be managed as a partnership. Given this collective feedback, I recommend that institutions review their current practices regarding faculty participation in fundraising. A clear framework should be constructed to foster productive faculty and staff partnerships. Open communication throughout the development of this framework will help facilitate the overall outcomes. This framework should address staff and faculty needs for a successful, balanced working relationship and should be adapted to fit the institutional culture and address strategic priorities.

Although context matters and must be deliberated, this study provides some guidance for considering faculty perspectives relevant to this partnership. In the study, faculty sought a collaborative team where both parties are committed to the project and willing to do their part. To this point, the framework should include relevant resources for both groups and an attempt to define faculty and staff roles. Additionally, I recommend attending to Perlmutter's (2014) reminder that faculty are not the fundraising expert and never will be; they do not need to be. Development staff are the professionals and must remain as such (Perlmutter, 2014). This reminder may relieve some of the anxiety around fundraising expertise expressed by faculty in this study. Finally, faculty wanted to be engaged from the beginning of the project to ensure their strengths and expertise are used effectively and to promote alignment with academic priorities.

Once implemented, this articulated framework may help promote clearer communication, greater satisfaction, and enhanced productivity among all involved parties.

Formally Recognize Faculty Engagement in Fundraising

Many have argued that the engagement of faculty in fundraising is imperative for a thriving institution in today's higher education marketplace (Hodson, 2010; Kolmerten, 2003; Olson, 2006; Perlmutter, 2014, 2016; Weidner, 2008). Throughout my study, faculty perspectives aligned with this position. Individual participants may have expressed frustration or dissatisfaction with particular projects or engagements, but faculty, at no point, argued that their participation was unnecessary for an effective fundraising strategy. Further, faculty were readily committed to the wellbeing of the institution and to the welfare of their students and alumni/ae. These commitments strengthen the rationale for engaging faculty in fundraising because fundraising requires individuals who can share compelling, heartfelt stories (Olson, 2006). Given these findings and the importance faculty play in a fruitful fundraising approach (Hodson, 2010; Kolmerten, 2003; Olson, 2006; Perlmutter, 2014, 2016; Weidner, 2008), faculty should be formally recognized for this important work.

To this point, Misra et al. (2011) argued that "cultural changes are needed to stress the value of the work of the professoriate more broadly" (p. 6). Given the feedback from faculty in this study, I agree with this assertion. However, I want to direct the discussion one step further. In addition to considering faculty work comprehensively, institutions need to evaluate how they define and recognize faculty service. This recommendation aligns with one of Ward's (2003) suggestions. I further recommend that institutions include fundraising as a documented type of faculty service. This documentation ensures that not only leadership recognize faculty involvement with fundraising but also faculty recognize their time invested in this type of service.

Finally, as institutions consider this recognition, they should approach prudently conversations with faculty because service, including fundraising, places considerable demands on faculty time. Faculty participants felt they were spending considerable time and energy, including sacrificing personal time, to engage in fundraising projects. They also felt their time and effort was undervalued by the formal reward system. Further, as a result of Bland et al.'s (2006) and Gappa et al.'s (2007) research around faculty time barriers and the faculty perspectives revealed in my study, conversations with faculty should be approached with sensitivity to other faculty obligations. This sensitivity alongside recognition may help reduce faculty stress levels and enhance faculty satisfaction with their work (Gappa et al., 2007).

Monitor the Service Burden Imposed on Faculty in Tenure-Track Lines

The current state of higher education, especially for small, private four-year intuitions, demands that leaders take note of strategies for revenue generation (Carey, 2014). One emerging solution for fiscal advancement is the engagement of faculty in fundraising (Eckert & Pollack, 2000; Hodson, 2010; Kolmerten, 2003; Perlmutter, 2014, 2016; Weidner, 2008). However, as leaders consider the engagement of faculty in these strategies, they must deliberate the increasing faculty workload, especially the service burden (Boyer, 1990; Ward, 2003). To this point, Misra et al. (2011) noted that service to the institution includes broad reaching activities that support the effective running of the institution. In other words, internal faculty service is necessary for institutional success. However, higher education's increasing reliance on non-tenure-track instructors, who participate in less internal faculty service, places a greater burden on existing tenure-track faculty (Anft, 2018; Bland et al., 2006; Misra et al., 2011) and may promote burnout

(Dubé, 2005). Because of this reality and the feedback received from faculty in the study, I recommend that institutions who are engaging tenure-track faculty in fundraising projects monitor the service burden placed on these faculty. This monitoring helps ensure tenure-track faculty can contribute to the campus environment in productive ways thus promoting a thriving campus community.

Approach the Engagement of Faculty in Fundraising with Sensitivity

This study demonstrates that educational leaders should approach the engagement of faculty in fundraising with sensitivity. In addition to attending to the prior recommendations regarding the establishment of collaborative relationships between faculty and development staff, the monitoring of faculty service burdens, and the formal recognition of faculty engagement in this work, leaders must remember the delicate balance involved with managing overall faculty work. To this point, leaders must be systematically aware of the responsibilities and roles they formally and informally assign to faculty. Leaders can generate this awareness by regularly surveying and listening to faculty and using provided feedback to make informed decisions that align with the culture of the given context. In other words, higher education leaders need to initiate a feedback process for gathering faculty thoughts regarding workload pressures. The literature base and this study’s findings collectively reiterate the need for leaders to act with compassion and responsiveness when considering additions to faculty workloads.

Furthermore, this study conveys to leaders on small private campuses another type of sensitivity. Leaders in this context should be mindful of the possibility that faculty may hold a collective perspective of internal faculty service. As a result, leaders may be able to inspire faculty interest in fundraising by appealing to their commitment to the institution’s collective welfare. However, this approach comes with a responsibility to be mindful of the complexities involved with faculty work. In considering these complexities, leaders should seek opportunities either to create efficiencies in faculty work or to prioritize those responsibilities that most readily benefit the larger campus community. In short, leaders may aim to streamline faculty work in ways that benefit not only individual faculty members but also other stakeholders, such as students and alumni/ae. Faculty participants expressed a desire for meaningful, manageable workloads.

Limitations and Recommendations for Future Research

In view of the current economic pressures facing higher education, research on philanthropy and fundraising has possibly never been more essential. However, Drezner (2011), a scholar in the field of philanthropy, noted that the study of philanthropy and fundraising in higher education is a young field of inquiry. Other researchers have echoed this claim (Gasman, 2004; Holland & Miller, 1999; Knight, 2003). More research is needed because, as Drezner (2011) argued, “today, [philanthropy and fundraising are] central to the mere existence and daily function of the academe” (p. 88). The increasing importance of philanthropy and fundraising in today’s higher education environment speaks to the significance of this study. Further, the general lack of depth in the field and void of research about faculty participation as fundraisers at small, private institutions reinforce this significance. Although this study helps fill this research void, opportunities for future research exist.

Study the Impact of the Increasing Non-Tenure Track Faculty Workforce

More research is needed on the effects of the increasing number of non-tenure track faculty on faculty fundraising. Research shows that the academic workforce is changing (Kezar & Gehrke, 2016; Kezar & Maxey, 2013). Across the higher education landscape, institutions are hiring more and more non-tenure track faculty (Bland et al., 2006; Kezar & Gehrke, 2016; Kezar

& Maxey, 2013; Marcy, 2017). Kezar et al. (2015) shared that the number of tenure-track positions is decreasing throughout the labor force. They attributed some of this decrease to the current economic conditions (Kezar et al., 2015): the very same conditions that are driving the need for more fundraising throughout higher education. Given this reality, additional research on how this changing composition of the faculty workforce affects the participation of faculty in fundraising may be necessary. More specifically, if participants could be located, this study could be replicated with non-tenure track faculty, which is the growing segment of the faculty workforce.

Obtain the Perspective of Development Staff

Future research should consider development staff members' perspectives of the engagement of faculty in fundraising within a similarly situated context. A number of participants in the study asked how development staff viewed faculty engagement with the fundraising process. As Constance referenced in her interview, faculty and development staff do not operate on the same schedule. Faculty manage advising, committee work, research, and other service responsibilities around class time while development staff travel regularly to meet with donors or host events. However, faculty perspectives revealed that faculty seek a productive partnership with development staff. For these two entities to partner effectively, some bridges need to be built (Murphy, 2000). An extension of this study to examine how development officers view the engagement of faculty in fundraising at small, private four-year institutions may assist with constructing this bridge. A more robust study aligned with Gasman's (2004) research design may extend the research one step further and include perspectives from both faculty and development staff within the same context.

Consider Different Contexts for the Study

To obtain generalizable findings regarding the engagement of faculty in fundraising, this study should be replicated in other contexts. Lack of generalizability is one key limitation of the study. In addition to replication, generalizability may be fostered via a more robust research design. For example, a qualitative multi-case study design would allow for comparison within and across various institutions. Faculty perspectives from multiple small, private four-year campuses would have made the results more generalizable to this institutional type. To this point, many participants were curious about how faculty engaged with fundraising at similar institutions. Additionally, depending upon the purpose of the study and the relevant research questions, a study on the engagement of faculty in fundraising could be initiated at a public four-year institution or in a different region of the United States. For example, this study did not consider the perspectives of faculty a large research institution with more robust development offices. This faculty perspective could enrich the broader research base, especially given the influence of context on faculty perspectives. To this point about context, March's (2005) descriptive study on faculty and staff giving revealed that a certain "degree of intimacy" was more common on small campuses, like South College, than on larger campuses (p. 56). This small-campus closeness may have influenced the current study's results. Therefore, replicating this study in different contexts may provide a more informed perspective for the research base.

Investigate Academic Departmental Differences

A future study may want to compare faculty perspectives about fundraising from various academic departments. As I listened to faculty share their perspectives about their engagement with fundraising, I noticed some differences from department to department. Although these differences were not relevant to my study's driving research questions, a study comparing faculty perspectives across departments might be interesting. I noticed that faculty in the humanities felt less supported by development staff than those in other departments. I was not able to investigate if the unique campus culture was driving this difference or if other factors related to the financial capacity of graduates was influencing development officers' engagement with humanities faculty. Additionally, I had very few faculty participants within specific departments. Therefore, a comparison would have been difficult for this study. To gather perspectives on this matter from a larger number of faculty, this question might be best considered across various institutions or within the context of a quantitative or mixed-methods research design. To extend this type of study even further, a comparative analysis of other faculty characteristics, such as years of service and racial and gender identity, would provide additional informative lenses for considering faculty engagement in fundraising.

Conduct a Similar Study Using a Different Theoretical Lens

A similar study could be conducted using a different theoretical lens. I conducted this study through the lens of academic citizenship. As I coded documents, focus group data, and interview data, I kept this lens in mind. However, another study may want to consider another lens, such as "organizational identification, a part of social identity theory" (Drezner, 2011, p. 54). Drezner explained that "organizational identification . . . occurs when an individual defines himself or herself by an organization" (Drezner, 2011, p. 54). Given the faculty conversations about the amount of time they spend with their work and their students and their degree of commitment to the college, I posit that this lens might be a reasonable theoretical framework for a similar study. In this case study, faculty clearly identified with South College. Haley and others described how they loved South College and viewed their work as more than a paycheck. Drezner (2011) discussed organizational identification within the context of alumni/ae and their identification with their alma mater. However, given the findings of the study, I wonder if faculty members' identification with their faculty work in a given context could be explained by this framework as well.

Conclusion

The significance of this study to the research base and to practice cannot be overlooked. I have made the case that the current political and economic climate with regards to higher education throughout the country, but especially for small, private four-year colleges, requires higher education leaders to consider seriously this and other fundraising-related research. To this point, many practitioners and researchers have posited that the competition for dollars has never been more intense (Drezner, 2011). Yet, research around faculty engagement in fundraising is limited, thereby providing little guidance for practitioners. This research addressed these very concerns by serving as the third study in total and the second in the United States to consider faculty participation in fundraising. Further, this study is the only study to have deliberated faculty fundraising through the lens of academic citizenship and is the only study on faculty fundraising to be conducted on the campus of a small, private institution. As a result, the findings notably enrich the literature base. Additionally, this study built upon Shaker's (2013) research by adding faculty fundraising as an expression of academic citizenship. This finding helps expand this theoretical perspective within the literature base. In sum, I hope a better understanding of how faculty view their engagement with fundraising and how the lens of academic citizenships helps explain these perspectives enriches the research base while helping generate productive outcomes for those engaging faculty in this important work.

Finally, the significance of the study to one other group has been absent and must be noted. By the time I had completed data collection, I was surprised to question whether I or the participants were more eager for the results. I soon learned that the study elevated faculty consciousness around their and their colleagues' engagement with fundraising. For example, I had one faculty member explain that the study caused her to think carefully about not only her overall faculty work but also her work with fundraising. Haley realized that fundraising held a bigger role in her workload than she had initially understood. Additionally, focus group discussions allowed faculty to learn from each other about fundraising activities within specific academic departments. During focus group discussions, faculty listened to each other and asked questions of each other. For example, I would not be surprised if after the focus group discussions more faculty approached development staff with fundraising ideas or offers of support. During his focus group discussion, Harris delivered a clear challenge along these lines to his colleagues. He encouraged his colleagues not to wait on development but to approach them with ideas and requests. He encouraged his colleagues to be assertive if they had something in mind. These outcomes speak to some of my reasons for choosing a qualitative research design. I wanted my participants to engage with me and with each other, and I wanted faculty voices to tell the story. I believe this study accomplished these goals while still fulfilling the study's key aims and addressing the research questions. I am energized by this study's ability to enrich the research, but as I reflect on research's ability to inform practice, I hope this study will inspire more faculty and staff to engage in productive fundraising efforts to promote a thriving higher education community.

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Appendix A

Participant E-mail Invitation

April 10, 2019

Dear [NAME],

Good afternoon!

As a tenured faculty member who has participated in academic fundraising at South College [pseudonym], I would like to invite you to participate in my dissertation study. Your participation will be extremely valuable. The driving purpose of the research is to examine how tenured faculty conceptualize their participation in academic fundraising. This research will help fill an obvious gap in the literature as few studies on the topic exist and none have considered faculty perspectives at small private institutions.

Thank you for considering this invitation. As I value your time, your commitment should be reasonable. Your commitment would include a one-hour focus group, a 45-minute phone interview, and member checking, where I will ensure I accurately captured your thoughts during the focus group and interview phases.

The first phase of the study involves a faculty focus group discussion. At this focus group, you will be joined by up to five of your tenured faculty colleagues to participate in a discussion about faculty engagement in fundraising.

Prior to the focus group, I ask that you review the attached consent form. Please contact me with any questions you have. I will confirm consent prior to commencing the focus group discussion.

If you are not interested in participating in the study, please respond as such to this message. Please know that this exchange has been and will remain confidential.

With appreciation,

Brooke A. Worland
Doctoral Student
Educational Leadership
Indiana University

Appendix B

Indiana University Informed Consent Statement for Research

A Single-Case Study Examining Faculty Conceptualizations of Their Participation in Fundraising at a Small Private Institution

ABOUT THIS RESEARCH
You are being asked to participate in a research study. Scientists do research to answer important questions which might help change or improve the way we do things in the future.

This consent form will give you information about the study to help you decide whether you want to participate. Please read this form, and ask any questions you have before agreeing to be in the study.

TAKING PART IN THIS STUDY IS VOLUNTARY
You may choose not to take part in the study, or you may choose to leave the study at any time. Deciding not to participate or deciding to leave the study later will not result in any penalty or loss of benefits to which you are entitled and will not affect your relationship with the institution.

WHY IS THIS STUDY BEING DONE?
The purpose of this study is to examine how tenured faculty conceptualize their engagement with academic fundraising. Engagement in fundraising is defined broadly as the process of securing funds, equipment, or other resources from external constituents for the advancement of the institution's academic priorities. Faculty engagement in fundraising may manifest as a contribution of time, expertise, or connections. For example, faculty may assist with drafting case statements, stewarding donors, introducing staff to potential donors, and asking for financial support.

The study will also consider how the theoretical lens of academic citizenship can help explain faculty perspectives. During the first phase of the study, a focus group discussion will occur to foster an open exchange about faculty work and fundraising. During the second phase of the study, semi-structured interviews will occur to examine in-depth faculty conceptualizations of their engagement in academic fundraising.

WHY AM I BEING ASKED TO PARTICIPATE?
You were selected as a possible participant because you are a tenured faculty member and because you have engaged with academic fundraising at the institution. The researchers are also attempting to recruit a mixed group of participants across the criteria of gender, length of service, and academic departmental affiliation.

WHO IS CONDUCTING THE STUDY?
The study is being conducted by Brooke Worland, the co-Primary Investigator, as a requirement for her doctoral studies. Janet Decker, J.D., Ph.D. serves as her dissertation chair and Primary Investigator.

HOW MANY PEOPLE WILL TAKE PART?
If you agree to participate, you will be one of 16 tenured faculty taking part in this study.

WHAT WILL HAPPEN DURING THE STUDY?
If you agree to be in the study, you will:

- Participate in an on-campus focus group with three to five other tenured faculty. The focus group will be conducted by Brooke Worland and will last no longer than 60 minutes. The discussion will be audio recorded. Participants are expected to keep the identity and comments of other participants confidential.
- Participate in one phone interview with Brooke Worland. The phone interview will be scheduled for approximately one month after the focus group, allowing time for Brook to transcribe focus group data. The interview will be audio recorded.
- Participate in two rounds of member checking to ensure the co-Primary Investigator has adequately captured focus group and interview feedback. Brooke Worland will conduct member checking via participants' personal e-mail accounts and follow up via phone as needed.

WHAT ARE THE POTENTIAL RISKS OF TAKING PART IN THE STUDY?
While participating in the focus group phase of the study, there is a risk of possible loss of confidentiality.

Because Brooke Worland was a former administrator at the study site, a participant may worry that partaking in the study could influence his/her current employment. However, participation in this study should not affect current employment. The researcher is no longer employed by the institution, has no authority over faculty participants, and does not evaluate faculty. Additionally, the study topic should not be emotionally or physically distressing. However, some faculty may not want to converse about fundraising and may elect not to participate in the study. This decision will result in no negative effects to faculty members. No information will be shared with faculty supervisors or colleagues.

During the focus group and interview, you are not required to answer any questions that make you uncomfortable. You may also skip questions if you wish to return to them at another point in the discussion. To help address confidentiality concerns, participants will be assigned pseudonyms immediately following the focus group discussions and will be reminded to keep the discussions confidential.

Participation in the study is entirely voluntary. Faculty choosing not to participate or continue participation in the study at any point should feel confident that their decision will not negatively affect their professional status. Simply alert the co-Primary Investigator, Brooke Worland, at 317-739-9596 or at bwagoner@iu.edu.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THE STUDY?
The benefits of participating in the study, that are reasonable to expect, are an opportunity for faculty to apprise administrators of faculty perspectives of their roles and their participation in fundraising. Through this study, faculty voices can help institutional leaders make informed decisions.

HOW WILL MY INFORMATION BE PROTECTED?
Brooke Worland will audio-record both the focus groups and phone interviews in order to capture participants' exact words.

Efforts will be made to keep your personal information confidential. However, we cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law (e.g., researchers are legally obligated to report child abuse and neglect). No information which could identify you will be shared in publications about this study.

Data will be stored on an external hard drive, which is stored at the co-Primary Investigator's home in a secure location. One spreadsheet, stored on the drive, will document pseudonyms for all participants and the campus setting. This spreadsheet will be the only documentation with personally identifiable information. Additionally, all transcripts and research findings will include pseudonyms for the campus setting. Faculty participants' pseudonyms will be assigned at the commencement of the focus group phase and maintained throughout the life of the study. At the completion of the study, data will be stored on an external hard drive housed at the co-Primary Investigator's home and will be inaccessible to anyone but the researcher. **All data will be destroyed one year following completion of the study.**

Organizations that may inspect and/or copy the research records for quality assurance and data analysis include groups such as the study investigator and his/her research associates, the Indiana University Institutional Review Board or its designees, and state or federal agencies who may need to access the research records (as allowed by law).

WILL MY INFORMATION BE USED FOR RESEARCH IN THE FUTURE?
Information for this study will **not** be used for future research studies or shared with other researchers for future research.

WILL I BE PAID FOR PARTICIPATION?
You will not be paid for participating in this study.

WILL IT COST ME ANYTHING TO PARTICIPATE?
There is no cost to you for taking part in this study.

WHO SHOULD I CALL WITH QUESTIONS OR PROBLEMS?
For questions about the study, please contact the study's Primary Investigator and dissertation chair, Janet Decker, J.D., Ph.D. at deckerjr@indiana.edu or via phone at (812) 856 – 8375.

In the event of an emergency, you may contact Brooke Worland at 317-739-9596.

To ask questions about your rights as a research participant; to discuss problems, complaints, or concerns about a research study; to obtain information; or to offer input, please contact the IU Human Subjects Office at 800-696-2949 or at irb@iu.edu.

CAN I WITHDRAW FROM THE STUDY?
Please keep a copy of this informed consent document for your records. If you decide to participate in this study, you can change your mind and decide to leave the study at any time. Faculty choosing not to participate or continue participation in the study at any point should feel confident that their decision should not negatively affect their professional status. If you decide to withdraw, simply submit your decision to withdraw via e-mail to Brooke Worland at bwagoner@iu.edu.

Appendix C

Document Request Form

Dear [NAME]:

Thank you for the opportunity to collaborate with you on my study. The study's driving purpose is to examine how faculty conceptualize their participation in academic fundraising. In addition to considering faculty perspectives, the study should reveal possible institutional factors that influence these perspectives. I hope this information is helpful to you and your colleagues as you consider the possibility of engaging faculty in academic fundraising. Additionally, I am excited to consider this topic through the lens of academic citizenship and to better understand how the service aspect of faculty work may intersect with faculty fundraising responsibilities (Burgan, 1998; Macfarlane, 2005, 2007a, 2007b; Thompson et al., 2005).

To ensure the success of this study, I am requesting assistance with the gathering of institutional documents. My review of the literature and my knowledge of higher education assisted me in crafting a list of the documents I am most interested in reviewing. These items are listed below:

- Faculty Handbook(s),
- Other documents outlining the role of faculty (e.g. promotion and tenure correspondence, teaching evaluation template, employee handbooks),
- Public records regarding faculty engagement in fundraising, and
- Strategic Plans.

You are invited to provide any other documents you believe will help advance the purpose of the study. Thank you.

Please have these items sent to bwagoner@iu.edu by **May 30, 2019**. I will send you an e-mail acknowledgement within 24 hours of receiving each of the listed items. I will confirm the list is complete once all items have arrived.

If you have any questions, do not hesitate to contact me, the co-PI, at (317) 739-9596 or at bwagoner@iu.edu. If you have any concerns about the study, please contact the PI and dissertation director, Janet Decker, J.D., Ph.D. at deckerjr@indiana.edu or via phone at (812) 856 – 8375.

Thank you again for your participation in this study.

Sincerely,

Brooke A. Worland
Doctoral Student
Educational Leadership, Indiana University

Appendix D

Document Review Log

South College

Research Questions:

1. How do tenured faculty, who have participated in academic fundraising, at a small private, four-year college in the Midwest conceptualize their participation in fundraising activities?

2. How does the theoretical lens of academic citizenship, specifically campus-based social and moral responsibility, help explain faculty perspectives of their participation in academic fundraising initiatives?

All documents were provided by Academic Affairs & Development Office staff members at South College.

Data Source	**Date Received**	**Appears Accurate (Y/N)**	**Discussion of Faculty Role**	**Possible Institutional Factors Relative to Study**	**Reference to Faculty as Donors**	**Reference to Faculty as Fundraisers**
2018-2019 Faculty Handbook	April 29, 2019	Yes	Yes	Yes	No	Grant writing is mentioned in one place
New Faculty FAQs	April 29, 2019	Yes	Yes	No	No	No
Promotion and Tenure Process Chart	April 29, 2019	Yes	No	No	No	No
Strategic Plan (website)	April 15, 2019	Yes	Yes (reference to new responsibilities)	No	No	No
E-mails from the president to the campus community about fundraising	April 29, 2019	Yes	No	Yes	Yes	No

Appendix E

Focus Group Protocol

Introduction

Thank you again for joining me today and welcome to this 60-minute focus group discussion. My name is Brooke Worland. I am a doctoral student in Educational Leadership and Policy Studies at Indiana University. I am the facilitator for today's discussion. As you may remember, the purpose of the study is to examine how faculty conceptualize their engagement with academic fundraising. I am also interested in how the theoretical lens of academic citizenship can help explain faculty perspectives.

I hope to use the study's findings to fill a gap in the literature and to share faculty thoughts. My study's methodological design is a qualitative single-case study approach. I am conducting three focus groups to generate open dialogue about faculty roles and the inclusion of fundraising in these roles. These focus groups will help me establish baseline data for the study. Are there any questions about the design of the study or how you were selected? I tried to clearly articulate the rationale for participant selection in the Informed Consent Letter.

Feel free to help yourselves to the refreshments in the room. If possible, I ask that you remain in the room for the entire discussion, but of course, if you decide to withdraw your participation, you are welcome to leave at any time.

Do I have everyone's consent to continue with the study? (Participants voice consent.)

At this point, all in the room have given their consent to participate in the study. Please remember that all information in this room must remain confidential. I will be recording the discussion on two devices and may take notes periodically throughout the discussion. The purpose of the recordings is to ensure I capture participants' exact words.

Efforts will be made to keep your personal information confidential. However, I cannot guarantee absolute confidentiality. Your personal information may be disclosed if required by law (e.g., researchers are legally obligated to report child abuse and neglect). No information which could identify you will be shared in publications about this study.

Data will be stored on an external hard drive, which is stored at the co-Primary Investigator's home in a secure location. One spreadsheet, stored on the drive, will document pseudonyms for all participants and the campus setting. This spreadsheet will be the only documentation with personally identifiable information. Additionally, all transcripts and research findings will include pseudonyms for the campus setting and faculty participants. Participants will be assigned pseudonyms at the commencement of the focus group phase. These will be maintained throughout the life of the study. At the completion of the study, data will be stored on an external hard drive housed at the co-Primary Investigator's home and will be inaccessible to anyone but the researcher. **All data will be destroyed one year following completion of the study.**

I and those in this room are the only individuals who will know your true identity. The study participants, the provost, three academic affairs personnel, one development officer, South College's IRB team, and I are the only individuals aware of the research setting. However, the provost and other personnel do not know who is participating in the study.

Pseudonyms will be assigned following this discussion. Participants will not know which pseudonym is assigned to which participant. Your pseudonyms will be maintained through the life of the study. Are there any questions about confidentiality that were not addressed in the Informed Consent Letter?

If you decide to participate in this study, you can change your mind and decide to leave the study at any time. Faculty choosing not to participate or continue participation in the study at any point should feel confident that their decision should not negatively affect their professional status. If you decide to withdraw, simply submit your decision to withdraw via e-mail to Brooke Worland at bwagoner@iu.edu.

If there are no other questions, I would like to begin by discussing ground rules for the conversation. I would like to add the following rules to the shared list as these will assist me with transcribing the recordings:

- speak only when others are not speaking,
- speak loudly enough for the recorders to capture your comments, and
- share thoughts freely without concern for dissenting opinions.

As a reminder, you are not required to answer any questions that make you uncomfortable. You may also skip questions if you wish to return to them at another point in the focus group. After some questions, I may ask you a follow-up question or two. These are designed to elicit more information and obtain clarification.

Do I have everyone's permission to start the recordings now?

I ask that we go around the table to share our names for recording and transcription purposes. Also, if you are comfortable doing so, please share your years of service at the institution.

Questions

1. What was your initial reaction to this discussion topic?
    1. Why do you think this is?
    2. What has influenced your perspective of the topic?

2. I would like to ensure we have a shared understand of "fundraising" before moving forward in the study. You read the study's definition in the Informed Consent document, but let's review.
    1. What does the term mean to you?
    2. What are related tasks or examples you can share from your experience?

3. Now, where does fundraising fit within the scope of your work?
    1. How would you categorize your work overall? Why is this?
        i. How much value do you place on each aspect? Why?
        ii. How much value does the institution place on each aspect? Why?
    2. What has influenced your categorization of fundraising within the scope of your work?
        i. Have there been institutional drivers? If so, what?

4. What might faculty engagement in fundraising look like for faculty at the institution?
    1. What might influence this picture? Why?
        i. Can you provide some examples?
    2. In what ways have you been engaged with academic fundraising?

5. Why do you think colleges and universities might investigate faculty participation in academic fundraising?
    1. Is this activity relevant to your educational environment?
        i. What evidence supports your perspective?
    2. How does this conversation relate to your work?
        i. What are your thoughts about this intersection?

Closing

Thank you so much for your participation. This was a fantastic discussion. I will be contacting each of you via e-mail to schedule a 45-minute interview, which will be conducted via phone. I will assume you are willing to continue participating unless you let me know differently.

Researcher Reminders

- Send personal, hand-written thank you notes to all focus group participants
- Begin transcription immediately
- Send e-mail invitations to schedule interviews as soon as possible

Appendix F

Semi-Structured Interview Protocol

Introduction

Thank you again or your willingness to participate in this second phase of the study. Thank you also for voicing your consent to participate

As you might remember, the purpose of this qualitative single-case study is to examine faculty conceptualizations of their participation in academic fundraising. I also hope to examine how the theoretical lens of academic citizenship can help explain faculty perspectives. Finally, I aim to address gaps in the research and to communicate faculty thoughts.

The interview phase of the study serves as a vehicle for gathering rich, descriptive data about the purpose of the study. During this 45-minute phone interview, I will ask you a series of questions which aim to gather your insights about the study. You are not required to answer any questions that make you uncomfortable. You may also skip questions if you wish to return to them at another point in the interview. After some questions, I may ask you a follow-up question or two. These questions are designed to elicit more information and obtain clarification.

Before we begin the interview, I would like you to review your focus group responses to ensure I have captured your thoughts accurately. Within in the past week, I sent the transcript to you via e-mail. Can we do this now? Thank you.

Now, let's move to the interview. I would like to audio record the interview so that I have a complete record of our conversation. To ensure confidentiality, I will use your pseudonym and redact any personally identifiable information revealed during the interview. May I have your permission to start the recordings now?

Questions

1. How do you define the scope of faculty work?
   a. From where does this definition stem?
   b. What motivates you to do what you do?

2. How do you view/prioritize the different aspects of your faculty role?
   a. From where does this perspective stem?
   b. Has this definition been consistent during your tenure at the institution? If not, how has it changed?

3. For the purposes of my study, I have defined fundraising as the process of securing funds, equipment, or other resources from external constituents for the advancement of the institution's academic priorities. Faculty engagement in fundraising may manifest as a

contribution of time, expertise, or connections. For example, faculty may assist with drafting case statements, stewarding donors, introducing staff to potential donors, and asking for financial support.

   a. In general, how might/does fundraising integrate into faculty work?
      i. What are your thoughts or feelings about this possible integration?
      ii. What are possible barriers?
         1. How is this the case?
      ii. What are possible benefits?
         1. How is this the case?

4. How would you categorize the importance of fundraising within the scope of your faculty work?
   a. Why is this the case?
   b. What might help increase/sustain your classification?
   c. How does the context (small, private institution) influence your thoughts?

5. Can you describe 1 or 2 projects for which you have helped with some aspect of securing funds?
   a. How did your engagement come about?

6. What influenced your decision to engage in academic fundraising efforts? (Why did you say "yes"?)
   a. What type of support would/did you need?
   b. What types of reward structures – both formal and informal – have/might influence your feelings about fundraising as part of your work?
   c. How satisfied were you with the work?
      i. Why might this be the case?

7. How does fundraising influence how you work with students?
   a. Can faculty engagement in fundraising lead to opportunities for students?
      i. If so, what might this look like?
      ii. If not, why not?
      iii. Can you provide at least one concrete example?

Demographic Information

1. Academic Discipline
2. Years at the institution
3. Alum or Non-alum

Closing

Thank you so much for your participation. This was an invigorating conversation. I will reach out soon regarding member checking.

Researcher Reminders

- Send personal, hand-written thank you note
- Begin transcription immediately
- Schedule member checking for one to two months out

Appendix G

Data Collection Management and Mapping Plan

Research Questions:

1. How do tenured faculty, who have participated in academic fundraising, at a small private, four-year college in the Midwest conceptualize their participation in fundraising activities?

2. How does the theoretical lens of academic citizenship, specifically campus-based social and moral responsibility, help explain faculty perspectives of their participation in academic fundraising initiatives?

General Data Mapping Plan (Details catalogued in Dedoose)

Data Collection Method	Targeted Research Questions	Data Collection Timeline	Data Collection Protocol	Data Source
Document Review	1	April - June 2019	Document Review Log; Uploaded Documents into Dedoose	2018-2019 Faculty Handbook, current strategic plan, new faculty FAQs, e-mails from the president to the campus community about fundraising, and promotion and tenure process chart
Focus Group	1-2	April 2019	Focus Group Protocol	3 in-person focus groups with 4-6 tenured faculty participants each
Semi-Structured Interview (phone)	1-2	May - June 2019	Semi-Structured Interview Protocol	16 faculty participants from focus group phase (15 via phone; 1 in-person interview due to unexpected technical difficulties)

BROOKE A. WAGONER WORLAND

COLLABORATIVE • LEARNER-FOCUSED • MISSION DRIVEN • STRATEGIC • VISIONARY

- Almost 21 years of experience as an educator and administrator in P-12 and post-secondary environments; Professional experiences include program and curricular development, grant writing, fundraising, strategic planning, faculty and staff development, teaching, partnership development, and staff supervision.
- Results-driven, dedicated professional passionate about collaborative learning environments that value distributed, visionary leadership; innovation; systems thinking; and a commitment to student engagement, safety, and success
- High-energy, polished leader who cares about *all* people and focuses on individual and team goals to produce and measure professional growth and personal development
- Data-literate strategic thinker who uses and develops systems to streamline work and measure results: working experience with SPSS, Microsoft Office suite, student information systems, file management systems, course management systems, data reporting systems, and customer relationship management systems.

EDUCATION AND CERTIFICATIONS

Ed.D. in Educational Leadership, March, 2020
Concentration in Education Law (4.0/4.0)
Dissertation Topic: *A Single-Case Study Examining Faculty Conceptualizations of Their Participation in Fundraising at a Small Private Institution*
2016 Nancy Lois Kaye Memorial Fellow
Indiana University, Bloomington, IN

Graduate Certificate in Education Law, August 2018
Indiana University, Bloomington, IN

M.S. in Education, May 2005
Concentration in Student Affairs Administration (4.0/4.0)
2004 Elizabeth A. Greenleaf Fellow
Indiana University, Bloomington, IN

B.A. in Pure Mathematics and Mathematics Secondary Education, May 1999
Summa Cum Laude (3.9/4.0)
Franklin College, Franklin, IN

Lean Six Sigma White Belt Certification, July 2016

District Level Administrator License – May 2020

Active Indiana State Teacher's License in Mathematics (5-12)

LEADERSHIP TRAINING

Leadership Johnson County (LJC), Graduate, August 2013-May 2014
A county-wide leadership academy designed to increase participants' knowledge about the county, encourage networking, and teach leadership skills. Selection was competitive.

Bryn Mawr HERS Summer Institute, Graduate, Summer 2012
An intensive leadership institute for women in higher education administration. Over 500 HERS alumnae now serve in senior level positions. The 67 participants selected for 2012 Institute represented 63 institutions across the U.S. Selection was competitive.

PROFESSIONAL EXPERIENCE

FRANKLIN COMMUNITY SCHOOL CORPORATION, Franklin, IN **3/19 - current**
Assistant Superintendent

- Helped solicit financial and political support for a successful (62.61% of the vote) tax referendum generating $3.5 million each year for 8 years to benefit 5100 students and 300 faculty and staff
- Reinstituted a process throughout the district to horizontally and vertically aligned K-12 essential state standards
- Redesigned the district-wide textbook adoption process to include systemic thinking, collaboration, and inclusivity
- Facilitated a district-wide initiative to enhance 300 faculty and staff members' knowledge about student trauma and mental health needs
- Designed and facilitate professional learning communities for 8 instructional coaches and 13 school counselors
- Provide leadership development and data coaching to 8 building-level leaders
- Collaborate with Endress+Hauser and other community partners on developing and improving district-wide STEM programming
- Responsible for writing and managing district-wide federal and state grants
- Responsible for managing district-wide programming, staff, and resources for English Learners

FRANKLIN COLLEGE, Franklin, IN **6/01-3/19**
Assistant Provost and Dean of Engaged Learning (9/16 – 3/19)

- Co-led campus-wide implementation of comprehensive curricular reform, including curricular, co-curricular, policy, budgetary, and governance aspects
- Facilitated a partnership between Cook Group and Franklin College to advance workforce needs and student learning and development
- Co-wrote a successful comprehensive curricular revision proposal, achieving a 78% faculty approval rating, to advance high-impact, applied learning for all students and to create robust connections between the academy and workforce
- Co-led a 15-month campus-wide strategic planning initiative aimed at designing and implementing a new, distinctive curricular delivery model

- Co-facilitated accreditation for the education department by collaborating with state and federal agencies to amend aspects of the accreditation process, rewrote all assessment rubrics, managed validity and reliability testing of assessment tools, redesigned the secondary education program, and introduced an online project management system to improve staff accountability
- Wrote a successful accreditation report for federal approval of the elementary education program
- Managed a $998,395 grant from the Lilly Endowment Inc., including all grant reporting
- Wrote, received, and managed two $100,000 grants from the Branigin Foundation for student experiential learning opportunities
- Wrote, received, and managed a $20,000 Ball Brothers Foundation Venture Fund Grant to facilitate a mutually beneficial partnership between Franklin College and Compass Park, allowing students to acquire direct patient care hours required for professional school
- Facilitated the Engaged Learning Team comprised of faculty and staff members who regularly collaborated to support and communicate effective engaged learning practices throughout the student learning environment, includes curricular and co-curricular elements
- Led 6 direct reports focused on student leadership and professional development, global education, service learning and civic engagement, and community leadership development (Leadership Johnson County at Franklin College)
- Participated as an active member of the campus-wide committee charged with managing institutional data as well as the distribution and integrity of such data

Dean of Alumni and Student Engagement (1/13-9/16)

- Facilitated the 33-member Franklin College Alumni Council, reworked the group's strategic plan, initiated feedback strategies and assessment measures, and redesigned the committee structure to strengthen alumni/ae engagement
- Managed a portfolio of 50 annual fund prospects and exceeded average monthly visitation goals by 50%
- Co-wrote and co-managed a $998,395 grant from the Lilly Endowment Inc. to develop and implement a Physician Assistant Studies Program and a new 4-year professional development curriculum, which I designed
- Wrote, received, and stewarded a grant from the Branigin Foundation for $30,000 to enhance the quantity and quality of engaged learning, specifically professional development, opportunities for Franklin College students
- Incorporated purposeful alumni/ae and student networking events into the alumni/ae engagement calendar, which resulted in job interviews and professional placements for students
- Facilitated the Engaged Learning Team comprised of 9 faculty and staff members who regularly collaborate to support and communicate effective applied learning practices

- Led 8 direct reports focused on student leadership and professional development, global education, service learning and civic engagement, community leadership development, and alumni/ae engagement
- Co-designed the inaugural curriculum for the Master of Science in Physician Assistant Studies, which was passed by the faculty with a favorable vote of 87%
- Served as one of three appointed staff members on the 2016 Strategic Planning Taskforce and led the Campus Values Taskforce on a successful redesign
- Participated as an active member of the campus-wide committee charged with managing institutional data as well as the distribution and integrity of such data
- Served on the inaugural ASPIRE Johnson County initiative, managed by the county's economic development office, to promote talent development and retention throughout the county

Assistant Dean for Engaged Learning & Director of Professional Development (7/10-12/12)

- Ignited the purposeful Engaged Learning movement on campus and led the Engaged Learning Team comprised of 7 faculty and staff members
- Co-planned and co-facilitated the inaugural Independent Colleges of Indiana (ICI) Working Conference on High Impact Practices in 2011
- Organized and conducted academic advising workshops and discussions aimed at transitioning the academic advising program to a strength-based model
- Co-constructed a new, approved liberal arts capstone course and co-facilitated faculty conversations to prepare for the vote on the curricular change
- Established a new standing committee for professional development on the Franklin College Alumni Council, which was one of the highest performing committees at the time
- Redeveloped and taught a sophomore-level professional development course focused on ethics, communication, networking, professional culture, and internship preparation
- Designed a curriculum for first-generation college students and taught qualifying students in a new student leadership seminar (98% graduation rate for the group)
- Managed a $300,000 grant from the Lilly Endowment Inc. focused on students' professional development
- Facilitated faculty development conversations to improve student engagement in the learning environment
- Served on the Strategic Planning Committee, Student Life Committee, Undergraduate Research Committee, and Academic Advisory Council

Registrar (6/05-7/10)

- Led the staff in reimagining the Academic Records Office as a welcoming, student-centered environment dedicated to the College's teaching and learning mission
- Served on the Liberal Arts Implementation Taskforce during the restructuring of the core curriculum and facilitated the curricular transition
- Led first office on campus in "paperless" initiatives and encouraged other departments to participate in the sustainability movement

- Collaborated with faculty to create and implement an inaugural academic advising program, which has been sustained
- Developed the College's first student academic advising handbook to better enable student participation in the advising relationship
- Employed institutional data to drive decision-making regarding policy changes, registration time blocks, on-line services, and student achievement efforts
- Crafted and revised academic policy in collaboration with faculty

Assistant Director of Academic Records (6/04-6/05)

- Supervised daily responsibilities and evaluations of work study students
- Organized staff and processes to develop online placement testing
- Implemented an online transfer policy
- Managed transfer credit evaluation processes
- Directed senior degree auditing and graduation processes
- Collaborated daily with students, staff, and faculty regarding scheduling, academic advising, and course planning

Academic Records Office Assistant & New Student Transition Mentor Coordinator (5/03-5/04)

- Trained and supervised student mentors
- Collaborated with program directors and academic advisors
- Co-coordinated graduation processing by auditing degree completion
- Taught student leadership courses
- Assisted with evaluating transfer courses for incoming students
- Helped plan and implement reimagined student registration sessions

Mathematics Lecturer & Education Supervisor (8/02-5/04)

- Created and managed the Math Study Center and supervised student assistants
- Taught remedial courses and general education courses in the mathematics department
- Served as an academic advisor
- Supervised middle school and secondary education majors during winter term internships
- Designed a curriculum for the senior math methods course for secondary education mathematics majors

School and Community Outreach Coordinator & New Student Transition Coord. (6/01-7/02)

- Supervised and trained college mentors
- Served as an academic advisor for new students
- Coordinated summer programs at Franklin College for middle school and high school students to enable students' academic and leadership development as they pursue higher education
- Coordinated a weeklong training session for college students
- Managed a $190,000 budget and filed grant reports with the Lilly Endowment Inc.

FRANKLIN COMMUNITY SCHOOL CORPORATION, Franklin, IN **6/99-5/01**

High School Mathematics Teacher

- Received two Seniors' Choice certificates for Most Influential Educator
- Collaboratively wrote two grants with a biology teacher
  - Received an Eisenhower grant for $400
  - Received a Verizon grant (2001 GIFT Fellow) for $15,000
- Served as a founding member of the innovative VISION team, an integrated team of teachers responsible for educating one third of the freshman class

AWARDS AND HONORS

Franklin College Diversity Advocate Award (2019)
Indianapolis Business Journal's Forty Under 40 Class of 2016
Franklin College Faculty/Staff Service Award (2011)
Margaret A. Hommell Staff Service Excellence Award (2008)
Franklin College Faculty/Staff Academic Advisor Award (2002)

PROFESSIONAL PRESENTATIONS

Decker, J., Duerson, A., Fisher, E., Hoffman, F., Linder, I., & Worland, B. (November 2016). *Advocates for Social Justice: Leaders, the Law, and Diverse Student Populations.* Symposium presented at the annual meeting of the University Council for Educational Administration, Detroit, MI.

Worland, B. (August, 2016). Served as a proposal reviewer for the annual meeting of the University Council for Educational Administration, Detroit, MI.

Wehner, K., & Worland, B. (2006). *Air Traffic Control: Guiding Parents to Hover with Purpose*. Hour-long session presented at the 2006 Annual Drive-In Conference of the Indiana Student Affairs Association, Indianapolis, IN.

Brown-Nally, D. Mercer, J., & Wagoner, B. (June, 2001). *VISION program*. Presentation at the annual meeting of the Indiana Association of High School Counselors, San Antonio, TX.

BOARD AND VOLUNTEER SERVICE

Branigin Foundation, Board of Directors, Vice President (2017–current)
Johnson County Community Foundation Board Member (2011–2017)
ASPIRE Johnson County (2014-current)
    Talent Committee Member (2014-2015)
Franklin Community Schools – School Counseling Advisory Council (2016-2017)
I-65 Franklin Corridor Steering Committee Member (appointed by Franklin Mayor) (2014-2015)
Johnson County Habitat for Humanity Women's Builds (2013, 2015, and 2017)
Franklin College Alumni Council Board Member (2005 – 2011)
American Cancer Society Volunteer (2000 – 2013): Franklin College Relay for Life Planning Committee (2010-2013)
Faculty Advisor for Delta Delta Delta Women's Fraternity (2005–2014)

Franklin Alumnae Chapter of Delta Delta Delta Fraternity (1999-current)
President (2005-2007)
Franklin College FOCUS and MLK Day of Service annual volunteer (2001–2018)
Pack Away Hunger volunteer (2018–current)
Participant in a variety of philanthropic and service projects for Riley Hospital for Children and St. Jude Children's Research Hospital

RELEVANT PROFESSIONAL AFFILIATIONS

Alpha Society of Franklin College (1999 – 2019)
President (2011-2013)
Golden Key International Honour Society
Indiana Association of Public School Superintendents
Omicron Delta Kappa – National Leadership Honor Society
Pi Lambda Theta – National Honors Society for Educators

COLLEGE COURSES TAUGHT

Fall 2018 – Franklin College
LEA 100: Introduction to Personal Leadership
Spring 2013 – Franklin College
PDP 300: The Entrepreneur in You
Fall 2011 – Franklin College
LA 100: New Student Leadership Seminar
PDP 200: Preparing for Your Internship
Fall 2010 – Franklin College
LA 100: New Student Leadership Seminar
PDP 200: Preparing for Your Internship
Fall 2008 – Franklin College
LA 100: New Student Leadership Seminar
Fall 2001 – Fall 2003 – Franklin College
COR 001: New Student Transition (Fall 2001, 2002 & 2003)
COR 003: Student Mentors (Fall 2001 & 2003)
COR 080 EN1: Reading Comprehension and Study Skills (Spring 2002-2003)
COR 080 MA1: Reading Comprehension and Study Skills (Fall 2001, 2002 & 2003)
EDS 459: M.S./Secondary Content Area – Math (Fall 2002)
GE 103: Mathematical Models (Spring 2002-2003 & Fall 2003)
MAT 120: Pre-calculus (Fall 2002 and Spring 2002-2003)
MAT 080/090: Introductory and Intermediate Algebra (Spring 2003-2004)
Field Supervisor for Middle School/Secondary Education (Winter Term 2002-2003)