Preface

Philanthropy, fundraising, and creating a solid donor pool are not easy skills to cultivate. True, some individuals are born with the gift of networking and the ability to always seal the deal, but for the rest of the world, creating a staff who understands the nuances of philanthropy is a process that takes time, dedication, and quite often, trial and error. In addition to the tactical capabilities needed to be a successful fundraiser and development officer for Institutions of Higher Education (IHEs), there are strategic considerations, such as the logistical reality that many students are choosing to travel abroad to study and then return to their home countries to live and work, as well as the fact that technology can be both a strategic tool and a hindrance in the quest to create the greatest endowments, as well as positioning one’s own institution as a powerhouse when it comes to financial security.

U.S institutions, such as Harvard, Princeton, and the University of Michigan, possess large endowments that may make the task of fundraising seem monumental to smaller IHEs. In fact Beney (2010) writes, regarding Cheslock and Gianneschi’s (2008) article, that the authors “found a significant correlation between the selectivity of the institution (and arguably also its perceived quality) and relative fundraising performance” but yet the “results do not indicate that individual institutions counteract relatively poor state funding with relatively more private gifts”. Based on that study, and Beney’s perspective, we can surmise that smaller, less prestigious organizations are not stepping up to the plate and fundraising effectively.

Cheslock and Gianneschi’s (2008) study opens up some interesting questions that the editors hope to answer in this text. The study is almost ten years old. What has changed? Has technology evolved to the point that smaller colleges can be more competitive fundraisers? Can smaller IHEs use technology and social media, such as Instagram and Twitter, to make their alumni feel more connected to the institution and, therefore, more willing to donate back to their alma maters? Has the economy recovered to the point that alumni have more expendable income that they can donate to these IHEs?
There is a definite argument to be made that size, ranking, and location all provide different advantages when it comes to fundraising. Larger institutions have a large donor pool to draw from because they have more students and more graduates. There is a distinct amount of “low hanging fruit” to retrieve from a larger pool. However, smaller institutions have an ace in their pockets, if they choose to implement a correct strategy. Within a smaller school, there is the ability to build a greater sense of community and of institutional pride. Instilling those values from the moment a student is admitted until the moment they turn their tassels and graduate allows a small institution to fundraise almost as if they are soliciting money from family members to provide upkeep on a beloved family landmark. Using Instagram and Twitter to continually highlight the beauty of a campus and the improvements being made help make graduates feel as though they are connected with their college even when they are far away. More importantly, using technology is a low cost investment that helps alumni recall the wonderful memories of close friends and favorite faculty from their college days, which helps continue the sense of community. When properly leveraged, the sense of community can last a lifetime and really boost the endowments of smaller IHEs.

Ranking is another area where schools can capitalize. An institution does not need to be the top ranked school to garner huge alumni support. A college ranked as a good value, one that has a top ten ranking for a particular program, or is highly ranked for its diversity can capitalize on those numbers and use them as tools to engage donors. Highlighting what your institution does well is a crucial component of a successful marketing and fundraising approach, but even more critical is the strategy an institution uses to communicate those strengths to their alumni base. For example, creating a YouTube channel where the institution posts a variety of items, which could include a wonderful female engineering professor giving a lecture, an engaging guest lecturer visiting campus, or even the commencement speaker, can be a way to get the attention of potential donors. When James Madison University won the NCAA Division 1-AA National Football title in 2004, JMU mailed every alumnus a poster celebrating the win. These methods of connecting to your alumni base are excellent ways to garner financial support without being one of the highest ranked schools in the country.

Regardless of the size, ranking, type, or location of an IHE, development professionals need to keep in mind a few things. First, training donor specialists, which we will discuss in detail in this text, is vitally important to donor relations. In this case, the return on investment is huge because the money invested in cultivating a young development hire into an expert in donor relations will be returned in terms of donor commitment to your institution. Second, explore your resources. Before investing in a huge commercial donor tracking system or outsourcing your social media needs, see what can be done in-house. You’d be surprised how many assets
you already have on your staff. Finally, remember that everything old can be made new again. Recycle ideas. Research which campaigns have worked well and which have not. Capture the institutional knowledge of retiring employees. Some campaigns and ideas are timeless and tireless. Just like pop culture recycles ideas (the Muppets are returning to television in 2015), so too can academia. Keeping what has worked well and listening to what your employees believe has brought success in the past. Work smarter by recycling ideas, which will save you money and let your endowment grow.

All of these ideas are a part of a larger theme that is talked about in this book, that colleges, universities, community colleges, and trade schools of any size are facing a financial reality where state funding is dwindling and new funding sources are needed. While studies can tell a development officer what to do and successful IHE campaigns can show a development officer how important philanthropy is, what matters is the “how-to” that can make a difference shift the ledger sheet from red to black ink.

The skeptical international development officer could dismiss these ideas because philanthropy in the United States works differently than it does where their institution is located. But this book offers perspectives from outside the United States as well as from cultures that exist both in the United States and overseas. The editors wanted an international perspective that would focus on dilemmas of IHEs that do not embrace, or cannot specifically utilize, the Western model of higher education and development. This mix of perspectives gives a development officer a bigger fundraising toolbox and can adapt to a range of possibilities and reach a wider community of donors that will be needed to meet the development demands of the future.

IHEs can better utilize their local communities in a reciprocal manner, one where the relationship benefits all parties. This type of approach can be used wherever the IHE is located, from an urban Western institution to an underfunded and rural college, nonprofit and for-profit, small and large endowment. Higher education growth through fundraising combined with economic and community development is an approach that utilizes local and regional communities as an integral part of the growth and development strategy. Examples include workforce development, industry collaboration, research parks, direct community engagement, faculty expertise in solving local problems, community lectures and community association development, and better navigation of the town gown relationship.

This book is timely, relevant, and develops further the relatively nascent field of higher education philanthropy, fundraising, and economic development as scholarly research disciplines. Faculty—for knowledge and as a textbook, researchers, development officers, IHE senior leadership, IHE professional staff, college students, economic development leaders and practitioners, community leaders, industry and entrepreneurial professionals and leadership – as well as those professionals who
seek greater involvement and interaction with the wealth of knowledge in IHEs, and
government officials will all find the information in this book useful and required
knowledge for better understanding the higher education philanthropy and growth
collaboration initiative.

ORGANIZATION OF THE BOOK

The book has 3 sections consisting of 12 chapters. A brief description of the chap-
ters follows.

Section 1: Studying Higher Education Philanthropy
and Developing a Growth Strategy

Chapter 1: Interpretive Frameworks for Fundraising Professionals in Higher
Education – Applying Resource Dependency and Institutional Theory on
Philanthropy Research
Roy Y. Chan

This chapter highlights the challenges that fundraising professionals to further
advance academic knowledge and ultimately contribute to policy making in the hope
of facilitating higher education growth through fundraising and philanthropy educa-
tion. Furthermore the chapter critically examines two major theoretical contributions
in organizational theory - resource dependence theory (RDT) and institutional theory
- on the organizational structures and resource flows of academic organizations,
with special attention to the environments (e.g., isomorphism, knowledge systems,
institutional beliefs, rules, and rituals) of institutional advancement at American
colleges and universities.

Chapter 2: Philanthropy and the Character of the Public Research University – The
Intersections of Private Giving, Institutional Autonomy, and Shared Governance
Larry Cata Backer
Nabih Haddad

This chapter examines the influence of philanthropy on the increasingly con-
tested governance space of the public research university, and against the backdrop
of academic integrity and shared governance. It is done so by situating the analysis
specifically on The Charles G. Koch Foundation’s (CKF) and Florida State Univer-
sity’s (FSU) economics department.
Chapter 3: Tweeting for Donors – How Institutions of Higher Education Use Social Media to Raise Funds
Leigh N. Hersey

This chapter states how universities and colleges are embracing social media as a tool to spread the message about their institutions. Common uses include recruiting new students, connecting with current students, and staying connected with alumni. Universities are also using social media to fundraise, but do not know how to take full advantage of it. This chapter explores how American universities are using Twitter to promote individual donations to their institutions and examines 75 university twitter feeds to observe how this platform of raising funds is being utilized.

Chapter 4: Senior Leaders as Effective Fundraisers
Morgan Clevenger

This chapter discusses the effect senior leaders have as fundraisers. Higher education continues to face resource challenges, so creating win-win, long-term relationships are of high importance. Senior leaders such as presidents, advancement officers, community and government relations officers, and corporate and foundation relations officers must spend time building relationships with individuals (e.g., alumni, major donors, philanthropists, and community friends) and other organizations’ leaders who can contribute to the needs and programs of the institution. Senior leaders must have a toolbox filled with expertise to be effective fundraisers including: a visionary thinking, an inspirational attitude, optimism, personal commitment and connectivity, excellent communications, ethical integrity, maturity, professionalism, sensitivity, “a systematic perspective to create strong relationships”.

Section 2: Community, Culture, and Economic Development in Higher Education Fundraising and Philanthropy

Chapter 5: Higher Education and Philanthropy Potential in the GCC States – Analysis of Challenges and Opportunities for FDI and Venture Philanthropy in the MENA Region
Henry C. Alphin Jr.
Jennie Lavine

This chapter will attempt to create an overall analysis of opportunities and challenges for foreign direct investment (FDI) and venture philanthropy for institutions of higher education (IHEs) in the Middle East and North Africa (MENA) region. More recently the growth of the focus on higher education in the Arab world has
attracted the attention of many private companies wanting to contribute to the rising of the Gulf States. The chapter examines the potential opportunities and not to mention obstacles of higher education funding in the GCC and more specifically the UAE, which is the growing powerhouse of the Gulf.

**Chapter 6: Rebirth of a Program via Community, Industry, and Philanthropic Support**

Cathleen B. Ruch

This chapter focuses on two-year institutions that are recognized as a vital backbone in economic and workforce development especially in rural locations. A push for two-year institutions to work with specific industries and offer content-specific courses or programs continues. Business leaders continue to voice their disapproval regarding higher education not producing the necessary workforce. With this kind of censure, two-year institutions eliminate programs that are not closely related to workforce. This has caused many institutes to cut programs as the state funding went from 70% to 30%.

**Chapter 7: Unequal Partnerships – The Dynamics of Collaboration between U.S. Philanthropic Foundations and African Universities**

Fabrice Jaumont

This chapter reviews the issues around the impact of donor funding on education and how its reforms have resurfaced both in the local and global arenas. A 2010 report published by the Partnership for Higher Education in Africa (PHEA)—a consortium of seven U.S. private foundations whose collective goal was to revive higher education in Africa—claims that the PHEA has “directly or indirectly improved conditions for 4.1 million African students enrolled at 379 universities and colleges” during its ten-year existence (2000-2010). Simultaneously, both the Washington Post and the New York Times discussed the negative impact of major private donors’ gifts on the United States’ secondary school system, particularly during the dire economic climate which left schools facing abysmal budget cuts.

**Chapter 8: Islamic Philanthropy and Higher Education – Re-Imagining Tradition to Meet Contemporary Challenges**

Sabithulla Khan

This paper seeks to offer a theoretical framework for contextualizing Islamic philanthropy during ‘crisis’ in the U.S. and argues that philanthropy in this context should be seen as a gradually evolving ‘discursive tradition’. Given the discourse of Islam in America being one framed in the rubric of crisis and the attempts by
American Muslim organizations to garner philanthropic support using this framework; it is important to understand how certain crisis situations impacted discourses of philanthropy towards this sector. This paper attempts a Foucauldian analysis of how American Muslims negotiate this discursive tension in the realm of giving.

**Section 3: Higher Education Fundraising and Philanthropic Support in Action**

**Chapter 9:** *Effective Approaches in Higher Education Development – A Survey in Fundraising Best Practices*

Andrew A. Shafer

Every year new advancement strategies and tactics are presented in books, papers, online, and at conferences around the world. Fundraise this way, engage alumni that way, marketing your mission with this twist. The reality? Advancement, and more specifically, development/fundraising at its core has not changed in hundreds of years. This chapter will look at a variety of topics ranging from corporate and foundation relations, to alumni participation, the importance of online giving, campaigns, top advancement trends in higher education, and the ever-critical cultivation of major and mega gifts. The education of a constituency about the importance of private gifts to both public and private institutions cannot be overstated given that tuition costs soar yet prospective students, parents, and boards continue to fight for the value proposition. After reviewing, faculty, students, and professionals alike will have surveyed knowledge of effective approaches in higher education development and will have a greater appreciation for the work that development staff encounter every day.

**Chapter 10:** *The Role of Philanthropy on the Strategic Planning Process of a Selective Liberal Arts and Science College*

Wayne P. Webster
Rick C. Jakeman
Susan Swayze

This chapter will describe how constituencies of a four-year, private liberal arts college perceived the effect of philanthropy on the strategic planning process. Liberal arts colleges typically receive little direct state or federal government support and rely predominantly on tuition revenues, endowment earnings, and philanthropic support to balance their budgets. This chapter will detail the strategic planning process and the various decision-making models during the 2010-2012 academic years at one private liberal arts college.
Chapter 11: *The Corporate and Foundation Relations Development Officer*
Morgan Clevenger
Cynthia J. MacGregor

Like other institutional leaders, corporate and foundation relations (CFR) development officers play a vital role in philanthropy and resource development within higher education. Specifically, these leaders focus their time on building relationships with individuals who represent corporations and foundations that are able to contribute to the needs and programs of the academic institution.

Chapter 12: *Alumni Giving and Social Exchange—A Study of Alumni Giving Behavior*
Lauren E. B. Dodge

This book chapter will cover the survey results pertaining to donor attitudes involving donor intent, historical perspectives on donor responsibility and control of donated funds, attempts to reform educational programs through selective or creative philanthropy, and finally, will offer conclusions and recommendations for practitioners.

REFERENCES
