A Place in the Higher Education Program Curriculum?
An Examination of Faculty Members' Perceptions of the Importance and Inclusion of Higher Education Fundraising in the Curriculum

By

Carolyn Campbell-Golden

A dissertation submitted to the Graduate Faculty of
Auburn University
in partial fulfillment of the
requirements for the Degree of
Doctor of Philosophy

Auburn, Alabama
August 5, 2017

Keywords: curriculum, faculty, higher education program, fundraising

Approved by

David DiRamio, Chair, Associate Professor of Educational Foundations, Leadership, and Technology
Olin Adams, Associate Professor of Educational Foundations, Leadership, and Technology
James Kaminsky, Professor of Educational Foundations, Leadership, and Technology
Chih-hsuan Wang, Assistant Professor of Educational Foundations, Leadership, and Technology

Abstract

In light of rising expectations for fundraising knowledge of a variety of leaders in higher education — academicians and administrators alike (Perlmutter, 2016; Drezner & Huehls, 2015; Doan & Morris, 2012; Pritchard, 2011; Hodson, 2010), this study examined higher education program (HEP) faculty perceptions of the importance of fundraising knowledge for higher education program graduates and also examined the degree to which it is integrated in their respective HEP curriculum. The Faculty Perceptions of Fundraising Survey (FPFS) was sent to 272 faculty members who held membership in the Association for the Study of Higher Education (ASHE). Of those contacted, 95 faculty members completed the survey for a response rate of 35%.

Quantitative and qualitative methods were used for data analysis in this study; however, the primary method used was quantitative. Descriptive analysis revealed 97% of faculty acknowledge that knowledge of higher education fundraising has some importance for graduates of their HEPs with 48% of participants ranking fundraising knowledge as somewhat important and nearly half, 49% of participants, ranking fundraising as important or extremely important. However, the majority of participants (54%) perceived fundraising knowledge as a low priority for prospective higher education employers when compared with other higher education topics. Descriptive analysis also indicated that 80% of participants reported no course on higher education fundraising existed in their HEP. Further, 65% of participants described fundraising

slightly included in the curriculum and 33% reported fundraising as not at all included in the curriculum.

Inferential analysis, utilizing Spearman correlation, found statistical significance in four areas: (1) perceived importance and employer priority (p <.001); (2) perceived importance and degree of inclusion (p = .040); (3) perceived importance and prior training/education in fundraising (p = .001), and (4) perceived importance and prior involvement in fundraising related activities (p = .002). No statistical significance was found in other areas.

Descriptive analysis also revealed the extent to which faculty perceived other higher education topics as included and important in the curriculum. The curricula topic of "Leadership" was ranked highest both as a "major part" of the higher education program curriculum (3.31) and as "important" in the curriculum (3.41). As result of qualitative analysis two primary themes, "competing curriculum space" and "faculty expertise" emerged as barriers that prevented the inclusion of a higher education fundraising course in the HEP curriculum.

Acknowledgments

To everything there is a season, and a time to every purpose under the heaven.

Ecclesiastes 3:1

I know well that this Bible verse rings true. As I look back on this journey, I remember hoping and praying that it would move along quickly. I could not wait for this season to end. Now, as I reflect, I can see more clearly God's plan and I relish in the lessons I learned from every moment and am grateful for so many who have impacted me along the way. To God be the glory!

Dr. James E. Groccia, from the moment I set foot in your classroom, you made the biggest impression and impact. The model you set forth as a scholar, master teacher and Fulbright scholar has made an indelible impact on me personally, academically and professionally. For this, I will be forever grateful.

I am also thankful for my committee members, Drs. DiRamio, Kaminsky, Adams and Wang. I have learned so much as result of the examples you set forth for me as chair, teacher and committee member. Special thanks to my chair, Dr. DiRamio, for your assistance since my first semester and the many hours you provided to mold my work to be its best, I thank you. To Dr. Kaminsky, I learned so much from you regarding comparative educational environments and I will forever be grateful for the living examples I experienced alongside you in NSW. To Dr. Adams, I appreciate the depth of discussion I was exposed to in your classroom and the inspiration you provided me to further explore the privatization of higher education. To Dr.

Wang, thank you for guiding me in the statistical analysis of this study while sharing a great cup or coffee or tea.

To my dear friends, Arnetta, Dottie and Jeanine thank you for being my prayer warriors and cheerleaders throughout this process. You supported me in this endeavor when I needed it the most, and I am grateful. To Marilyn, for the dozens of times you read my dissertation in the making, your unwavering support, valuable constructive criticism and your prayers, I sincerely thank you. To Kelly and Dr. Lobello, thank you for providing me assistance and kindness during critical stages of this process.

I am also thankful for the love and support of my family. To my sister, Dr. Renee Campbell, I thank you for the example you set and for being a sounding board and cheerleader throughout this journey. To my mother, Mary S. Campbell and to my father and guardian angel, Walter L. Campbell, Sr., I know that I could not have achieved any of this without all the love, poise, grace, dignity and perseverance you taught and demonstrated to me all my life. I am so very thankful that God picked you as my parents.

To my greatest inspirations, my beautiful daughters, Cara, Cameren and Cadence, I thank you for your patience, love and encouragement during this process. I love you more than anything in this world! Each of you helped me in special ways. Cara, I cannot tell you how much I appreciate your moral support, proofreading assistance and feedback. Cameren, your sincere pride and happiness in my accomplishments along the way motivated me more than you know. Cadence, you were my compass that reminded me of and directed me to what was important and to have fun along the way. I dedicate this dissertation to you, my three amazing daughters, as an example that you can achieve anything you desire through prayer, hard work, focus and determination.

But still, like dust, I'll rise. --Maya Angelou

Table of Contents

List of Tables

List of Figures

List of Abbreviations

ACE	The American Council on Education
ASHE	Association for the Study of Higher Education
AACSB	The American Association for Colleges and Schools of Business
AAUP	American Association of University Professors
CAE	Council for Aid to Education
NCES	National Center for Education Statistics
SHEEO	State Higher Education Executive Officers Association
USDOL	United States Department of Labor – Bureau of Labor Statistics

One thing about systems, especially systems as old as American higher education, is that people grow unconscious of them. The system gets internalized. It becomes a mind-set. It is just ‘the way things are’ and it can be hard to recover the reasons *why* it is the way things are. (Menand, 2010, p.17)

Chapter 1

Introduction

In 1868, a simple letter of invitation by Henry Beecher and an obligatory loan of $1,000 by Henry Sage, a Cornell donor, would place New York seminary student and substitute pastor G. Stanley Hall on the pathway to becoming renowned as the founder of the American Journal of Psychology. Ultimately he would also become one of the first Doctor of Psychology in the United States, one of the world’s most distinguished psychologist (Goodchild, 1991), first president of Clark University, and founder of the study of higher education (Hall, 1923).

The support and finance invested by Beecher and Sage, funded Hall’s first trip abroad to Germany in 1868, which he used to pursue graduate studies in philosophy. Hall eventually returned to Germany for further study in experimental and physiological psychology under the tutelage of master psychologist Wundt at Leipzig. Although Hall’s doctorate was conferred at Harvard University, the influence of German education on Hall’s professional and personal development cannot be overstated. According to Hall (1923),

> Germany almost remade me, especially the first triennium there. It gave me a new attitude toward life which I can only illustrate by a few items, although these do not do justice to the inner transformations which occurred in me during, and later because of, my period of study there. (p. 219)

The transformations Hall experienced in Germany and his multifaceted experiences serving at universities such as Antioch, Johns Hopkins, Williams, Harvard, and Clark, no doubt provided the ample inspiration to conceive the study of higher education in 1893. While Hall was greatly influenced by scholars such as Darwin, Strauss, and Emerson (Hall, 1923), his very own scholarship in turn, influenced some of the greatest minds in educational psychology including Dewey and Ternan.

Over 120 years have passed since Hall established the study of higher education (Freeman, 2012). Since then, the field of higher education has extended beyond simply educating administrators for the increasing number of community colleges (Brint & Karabel, 1989; Goodchild, 1991). Through its evolution, it now involves the rigorous, complex process of educating and training "professionals for administrative, faculty, student life, and policy analyst positions in the country's approximately 4000 post-secondary institutions" (Goodchild, 2002 p.303).

The scope and landscape of higher education has indeed changed since the study's founding in 1893. For example, according to an 1893 catalogue, the "fees" (p. 76) or costs to attend State Agricultural and Mechanical College (SAMC), now known as Auburn University, were $137 per year (SAMC, 1894). Adjusted for inflation, $137 in 1917 had the buying power of $2,844 in 2017 (USDOL, 2017). In the 2016-17 academic year, Auburn University cost of attendance was $30,458. According to the most recent data from The National Center for Education Statistics (NCES) $18,632 was the average cost of tuition for the academic year 2014-15 at for 2013-14 at public institutions (NCES, 2017 p. 1). Moreover, in 2014-15 the average state appropriation for colleges and universities was less than 30% of operating costs (NCES, 2015), while tuition provided over 40% of operating costs (SHEEO, 2014). In this same span of time funds raised in support of colleges and universities rose to over $40 billion (CAE, 2016). Today, there is no college or university that is surviving without being engaged in some form of fundraising (Bernstein, 2013). Reductions in state appropriations have decreased to the point where most colleges and universities are no longer considered state-supported, but state-assisted (Speck, 2010).

However, fundraising is not a new phenomenon. Writings have been discovered, dating as early as 4,000 BC, indicating gifts being made to maintain quality of life, support religion, and to establish trusts (Miller, 1993). For example, the land used for Plato's academy on the edge of Athens stands as one of the earliest known gifts recorded to support education (Miller, 1993). Fundraising had significant impact on the establishment of the study higher education itself when, in 1913, assets acquired through a gift from John D. Rockefeller enabled Professors Evenden and Leonard to give the first higher education courses at Teachers College at Columbia University entitled "College Administration and The Administration of Normal Schools and Teachers Colleges" (Goodchild, 1991, p.20).

Newton and Hagemeier (2011) explained that curriculum change is warranted when "the needs of professions, constituents, and society change" (p. 1). Given the significant role fundraising plays in American higher education, what is the degree to which fundraising coursework is included in the study of higher education, particularly within graduate level higher education administration curricula? And what is graduate faculty's perception of fundraising coursework as part of the study of higher education?

According to the model of shared governance as prescribed by the American Association of University Professors (AAUP) seminal document, the 1966 Statement on

Governance of Colleges and Universities, decisions regarding curriculum in higher education are determined by a university's faculty, "because the faculty – not students, administrators, or boards of trustees –have the greatest expertise in these matters" (Gerber, 2001, p. 23). Furthermore, Wolfskill (2011) noted that since the faculty members determine and select the curriculum, the curriculum consequently reflects the values of the faculty. However, curricula change, though essential (Galea, Fried, Walker, Rudenstine, Glover & Begg, 2015) and often warranted, can be challenging and time consuming for the faculty members involved.

Therefore, the faculty are essential in developing the coursework (Becerra, Murphy, & Simon, 2000), and they are the primary facilitators of radical, substantive curriculum changes (Galea et al., 2015). Wolf (2007) suggested that having a "Faculty champion" is a key component to successful curriculum development (p. 19). Moreover, Hurlimann, March, & Robins (2013) examined the emotional dimension of implementing educational change, and found that radical educational change "affected educators' core personal, professional and collegial identities." According to Tickle (2000), a characteristic of a teacher's professional identity refers to what teachers consider important professionally as well as their personal and professional experiences and backgrounds. Likewise, as a result of this inquiry, a characteristic of a faculty member's professional identity can be revealed through the analysis of a participant's beliefs regarding fundraising in the curriculum via their professional experiences and backgrounds.

Statement of the Problem

Reductions in state support for our nation's colleges and universities, and limits on tuition revenue (Cheslock & Gianneschi, 2008; Ehrenberg, 2006), has resulted in increased fundraising activity and highlights the increased importance of fundraising in higher education. Fundraising is now a responsibility added to the job descriptions of many senior administrators up to the presidency (Arminio, Clinton and Harpster, 2010); Miller, 1993). In fact, according to the American Council on Education's (ACE) most recent publication regarding pathways to the university presidency, fundraising is ranked as second only to budget and finance as areas of greatest importance for today's university presidents and where these university leaders feel least prepared (ACE, 2012). This begs the question, is fundraising a common topic in higher education administration programs like, budgeting and planning, finance, leadership, management, and student affairs?

A recent report from ACE shows that schools and colleges of "education and higher education programs" (ACE, 2012, p. 3) are preparing presidents at a higher rate than any other area in academe. Currently, 38% of college and university leaders received their highest earned degree in the field of education or higher education, which represents rates three times higher than that of humanities or social sciences (ACE, 2012). Although higher education programs are preparing the majority of the nation's college presidents (ACE, 2012), there is little research investigating if programs are including a fundraising course in the graduate curriculum or what faculty perceptions are of the importance of fundraising as a course of study for their students.

Purpose of the Study

The purpose of this study was to examine faculty perceived importance of teaching a higher education fundraising course as part of the higher education program (HEP) curriculum. As established by the American Association of University Professors 1966 Statement on Governance of Colleges and Universities, faculty members govern decisions regarding curriculum. As such, faculty perceptions of what are the important student learning outcomes have far-reaching implications for curriculum development and student preparedness. In light of rising expectations of fundraising knowledge for higher education administrators (Perlmutter, 2016; Drezner & Huehls, 2015; Doan & Morris, 2012; Pritchard, 2011; Hodson, 2010), this study investigated HEP faculty perceptions of the importance of fundraising knowledge for their students.

Research Questions

The following research questions guided the study:

1. To what extent do higher education faculty members perceive fundraising knowledge as important for their students?
2. To what extent does fundraising coursework exist as part of the higher education program curriculum?
3. What relationship, if any, exists between faculty members' perceived importance of fundraising and the presence of fundraising in the higher education curriculum?
4. What is the relationship between faculty members' prior experiences with fundraising and their perceptions of fundraising as part in a higher education program curriculum?
5. What is the relationship between faculty members' perceived importance of fundraising and demographic variables of academic rank and years of service?
6. To what extent do faculty members perceive other higher education topics (HETs) as important in the curriculum?
7. What, if any, barriers prevent the inclusion of a higher education fundraising course in the higher education curricula?

Significance of the Study

Studies have been conducted examining the core curriculum in graduate level HEPs at the doctoral level (Bray, 2007; Card, Chambers, & Freeman, 2016; Crosson & Nelson, 1986; Valerin, 2011); however, this study will contribute to the research literature in examining faculty perceptions and the positioning of fundraising as part of HEPs.

HEPs, according to Simpson (2003) “prepare students for positions in higher education, both as practitioners and scholars” (p. 83), and Speck (2010) confirmed that fundraising is an important part of the higher education landscape. Yet, in a study by Freeman (2012) that examined doctoral preparation for university presidents, one presidential participant reported: “There’s nothing in the graduate program that prepares you for fundraising, absolutely nothing!!” (p. 106).

The examination of faculty perceived importance of fundraising curriculum may reveal their propensity to support, develop, integrate or embed fundraising coursework into HEPs. Wolfskill (2011) argued that faculty control the material for their courses, are the decision makers on the curriculum, and, ultimately, are the decision makers on what knowledge is important for students. Further, prior experiences can also be a key component when determining if a positive relationship exists between faculty member’s prior experiences with fundraising and perceived importance of fundraising in the curriculum. Rutherford, Parks, Cavazos, and White (2012) found when applying Song’s (1982) research to an academic context that, “It appears likely that a dean with a background in management may be more supportive of including a business ethics course in the core curriculum than a dean with a background in another discipline”(p. 177).

The findings of this study will be useful to higher education faculty members in (1) assessing the level of coverage fundraising curricula has in peer universities; (2) providing data to higher education administration programs that will be helpful in developing curricula that enhances preparedness of future higher education administrators; (3) assessing curricula priorities of peer universities; (4) supplying clarity in understanding potential barriers to integrating fundraising into the curriculum; and (5) defining the importance of fundraising coursework within HEP curricula.

Delimitations

1. Data was only collected from higher education graduate faculty who held membership in the Association for the Study of Higher Education (ASHE).

Limitations

In any research, limitations are present. This study has the following limitations:

1. The data was collected through self-report instruments.
2. Participants may not answer truthfully or accurately.

Assumptions

The following assumptions were made regarding this study:

1. Although self-reported, participation in this study was not a benefit to the individual faculty. The assumption is made that the data provided was done so accurately and without bias.
2. Participants answered the survey with due diligence and careful consideration.

Definition of Terms

The following definitions are provided for the purpose of this study.

1. *Curriculum* – A college's – or program's mission, purpose or collective expression of what is important for students to learn (Toombs & Tierney, 1993)
2. *Curriculum Development* - The process by which a college or program facilitates and operationalizes its curricula content.
3. *Faculty Champion* – A faculty member who advocates and provides leadership regarding the relevancy of curriculum change, renewal or innovation.
4. *Fundraising* –The practice of securing assets and resources from various sources for support of an organization or specific project (AFP, 2003).
5. *Higher Education Program (HEP)* – Graduate level programs including: Administration of Higher Education, Education Administration, Higher Education Administration and Higher Education Leadership.
6. *Higher Education Topic (HET)* – primary courses identified as result of literature and a review of curricula in graduate level higher education degree programs. These topics include: budgeting and planning, finance, leadership, management, and student affairs.
7. *Philanthropy* – Contributions of money, property or in-kind service that benefits a person, program or organization.
8. *Privatization* – A movement away from public financing and toward private financing. (National Education Association)
9. *Public Good* – Goods which all enjoy in common in the sense that each individual's consumption of such a good leads to no subtraction from any other individual's consumption of that good (Samuelson, 1954)

Organization of the Study

This study is organized into five chapters. Chapter 1 presented an introduction to the study, statement of the problem, research questions, significance of the study, delimitations, limitations, and definition of terms. Chapter 2 will present a review of relevant literature related to the issues in this study. Chapter 3 will describe methods which include research design, participants, instrumentation, data collection, and data analysis. Chapter 4 will provide a detailed analysis and findings of the study. Chapter 5 will present conclusions, implications of the study, and recommendations for future research.

CHAPTER II: REVIEW OF LITERATURE

The purpose of this study was to examine faculty perceived importance of teaching a higher education fundraising course as part of the higher education program (HEP) curriculum. As established by the American Association of University Professors 1966 Statement on Governance of Colleges and Universities, faculty members govern decisions regarding curriculum. As such, faculty perceptions of what are the important student learning outcomes have far-reaching implications for curriculum development and student preparedness. In light of rising expectations of fundraising knowledge for higher education administrators (Perlmutter, 2016; Drezner & Huehls, 2015; Doan & Morris, 2012; Pritchard, 2011; Hodson, 2010), this study investigated HEP faculty perceptions of the importance of fundraising knowledge for their students.

The purpose of this literature review is to provide a foundation for the examination of fundraising within HEPs. This literature review is organized into five major sections. The first section provides an overview of the study of higher education and program curriculum. The second section provides a historical overview of higher education funding and implications of privatization. The third section outlines the evolution and impact of fundraising in higher education. The fourth section examines curriculum development and change. The fifth section provides an overview of higher education positions requiring fundraising knowledge.

History of the Study of Higher Education and Program Curriculum

The foundation upon which American graduate education was created originated in Europe (Goodchild, 1991) and colleges were influenced to a certain degree by the French and English models (Cohen & Kisker, 2010). However, by the close of the Emergent Nation Era, 1790-1869, it was the German model of colleges that became increasingly prevalent in American higher education (Cohen & Kisker, 2010).

Many scholars in America made pilgrimages in the Mid-19th and early 20th century to the great German colleges in Berlin and Gottingen (Menand, 2002). G. Stanley Hall, considered the founder of the study of higher education, like other scholars of the day, spent considerable time in Germany studying philosophy in 1868 at the University of Berlin as well as postdoctoral research in 1878 at University Berlin and Leipzig University (Goodchild, 1991).

In fact, German higher educational institutions influenced American higher education to the extent that at America's first graduate school, Johns Hopkins University, "every one of Hopkins fifty three professors had studied in Germany" (Menand, 2002, p. 257). It was at Johns Hopkins where Hall, the university's first professor of psychology and pedagogy (Hall, 1923), first conceived of the establishment of higher education as a field of study, which became his "lifelong avocation" (Goodchild, 1991, p. 16).

In his extensive chronicling of the evolution of the field, Goodchild reported that Hall's philosophy and concept for the discipline was to "prepare students to become professors of pedagogy, superintendents, and other types of administrators" (Goodchild, 1996, p. 76) as well as "train future leaders in the field of higher education" by means of "a wide survey in order to profit by experiences of successes and failure elsewhere" (Goodchild, 1991, p. 17).

However, Hall's initial conception did not immediately give rise to the field. His initial attempt to offer higher education coursework at Johns Hopkins was thwarted by a president, who as Hall surmised, either felt him inadequate to the task or feared criticism from the university community should he support Hall's vision (Hall, 1923).

Undeterred by this challenge, Hall continued his pursuit of developing and offering curricula for the field, and, in fall of 1893, as president of Clark University, Hall taught the first higher education course (Altbach, 2014) entitled, “Present Status and Problems of Higher Education in This Country and Europe” and “Outline of Systematic Pedagogy” (Goodchild, 1991, p. 17).

Throughout the remainder of the 19th century, curriculum models for the study of higher education were developed and degrees were conferred. By 1900, doctoral degrees were being conferred with master’s degrees following suit in 1906. Hall’s staunch advocacy regarding the relevancy of the field with peer institutions and the Association of American Colleges resulted in six of America’s leading universities of the time including the study of higher education in their program offerings (Goodchild, 1991) as listed in Table 1.

Table 1

University Higher Education Programs – Subsequent 1893

Year Established	University
1918	Ohio State
1921	University of Chicago
1927-32	University of Pittsburgh
1929	University of California at Berkley
1929	University of Michigan

However, an examination of the literature suggests that little has changed within the curriculum of the study of higher education (Bray, 2007; Card, Chambers, & Freeman, 2015;

Crosson & Nelson, 1986; Goodchild, 1991; Valerin, 2011) since its founding in 1893 and early years (Table 2).

The emergence of junior colleges in the early 1900s (Thelin, 2002), prompted the need to include community college content as part of the higher education curriculum. By 1933, Ohio State University had a "long-standing junior college course" (Goodchild, 1991 p. 19). University curriculum was one of the first courses presented by G. Stanley Hall. The course entitled "Organization and Curricula of School and College" was offered in 1894 at Clark University (Goodchild, 1991, p. 17).

Finance was listed among eight existing courses at Teacher's College according to a May 1930 Teachers College Bulletin. A course focusing on the professoriate entitled, "Outline of Systematic Pedagogy" (Goodchild, 1991 p. 17) was among the first three courses that Hall introduced in 1893. Student affairs content also emerged in the early years of the field of study, as pioneer of student affairs, Esther Lloyd Jones in 1928, spearheaded the first courses targeted to benefit staff who focused on student issues (Goodchild, 1991, p. 20).

Table 2

Higher Education Program Curriculum Comparisons 1893 – 2015

Study of Higher Education – Early Years (Course Created)*	Crosson & Nelson (1984)	Bray (2007)	Valerin (2011)	Card, Chambers & Freeman (2015)
Community/Junior College (1929)*	Community/ Junior College	Community/ Junior College	Community/ Junior College	Community/ Junior College
Curriculum (1927)*	Curriculum	Curriculum	Curriculum	Curriculum
Finance (1926)*	Finance	Finance	Finance	Finance
History of Higher Education (1957)*	History of Higher Education	History of Higher Education	History of Higher Education	History of Higher Education
-	Legal Studies	-	Legal Studies	Legal Studies
Organization and Administration (1894)*	Organization and Administration	Organization and Administration	Organization and Administration	Organization and Administration
Student Affairs (1929)*	Student Affairs	Student Affairs	Student Affairs	Student Affairs
Philosophy (1958)*	Philosophy	Philosophy	Philosophy	Philosophy
-	-	Policy Studies	Policy Studies	Policy Studies
Professoriate/ Pedagogy (1893)*	Professoriate/ Pedagogy	Professoriate/ Pedagogy	Professoriate/ Pedagogy	Professoriate/ Pedagogy

Sources: Card, Chambers & Freeman, 2015; Valerin, 2011, Bray, 2007; Goodchild, 1991; Crosson & Nelson, 1984.

As Card, Chambers, and Freeman (2015) reported in their study of core curricula in higher education doctoral programs, coursework in topics such as organization, leadership, and administration were commonly taught. The history of higher education also has been a “staple” within degree programs (Card, Chambers & Freeman, 2015). Additionally, in the curricula survey reported by Goodchild (1991) that examined the development of early HEPs, complementary courses can be traced from 1893 to 1952. These complimentary courses were used to support newly established HEPs and remain prevalent today. They included courses in governance, organizational theory, personnel, human resources, and research methods (Goodchild, 1991).

If samples of early university curricula were indeed "microcosms" of today's degree programs, as Goodchild (1991) declared, an opportunity and rationale might exist for including fundraising as part of the higher education curriculum.

Speck (2010) noted, "Fundraising has become the *sine qua non* for all public universities" (p. 10). In other words, fundraising has become an integral enterprise in higher education. Over the past three decades many public higher education institutions have suffered reduced state appropriations such that colleges and universities are no longer state supported but state assisted (Speck, 2010). Some schools, such as the University of Colorado, are state located and receive essentially no state support due to a "tax revolt" (Archibald & Feldman, 2006). In many institutions, raising tuition for increased funding is reaching a point of diminishing returns. Higher tuition costs will make it more difficult for some institutions to meet enrollment goals and other institutions are forced to reduce tuition to a much lower net price, which decreases revenue (Cheslock and Gianneschi, 2008). Consequently, college presidents and others are expected to seek and secure alternative sources of revenue including private gifts.

In light of the past, present, and foreseeable future of higher education funding, it seems that higher education and fundraising are inseparable. Fundraising has become an expected responsibility of leaders, particularly those at public colleges and universities (Hodson, 2010). Therefore, it is important that there is a greater understanding of fundraising's history, role, and impact in higher education. Kaufmann (2004) described fundraising as "one of the most visible and demanding roles expected from campus leaders today" (p. 50). Given these factors, teaching future leaders about higher education fundraising, as much as other elements of a higher education curriculum is necessary to prepare them for success and, in turn, positively impact the institutions they represent.

Higher Education Funding and Implications of Privatization

The concept of funding higher education in America can be traced as far back as colonial Jamestown in 1618 (Johnson, 1981). The English monarchy unsuccessfully attempted to provide ten thousand acres of land to establish a college. Interestingly, Johnson (1981) reported that land-granting to establish college's in America was prevalent prior to the 1862 Morrill Act. For example, the Northwest Ordinance of 1787 provided states with territories for education. Johnson (1981) further contended that by the Civil War, a large number of colleges had been created as a result of total land grant investments of over 4 million acres.

Irrespective of the origins of the practice of land-granting, the government's investment in higher education through the Morrill Act of 1862 incentivized the establishment of over 149 state schools (Miller, 1993). Following the Morrill Act, considerable effort was undertaken to create sustainable sources of funding for America's new universities. However states were generally disinterested in formally establishing their support. After the passage of the Second Morrill Act in addition to the Hatch Act of 1887, which provided funding for agriculture experiment stations, states reluctantly conceded that they too were responsible for the funding of their universities (Johnson, 1981).

Higher education funding, when compared to other spending priorities of the time, was likely at an all-time high in the decades following World War II (Lambert, 2015). Dennison

(2003) reported that as early as the 1970s there were signs of state governments decreasing their support. Ehrenberg (2006) contended the decline occurred in the late 1980s. Since the onset of the funding decline, average state appropriations for public universities have declined from 50 percent of previous levels to less than 30 percent (Lyall & Sell, 2006).

Public Good vs. Private/Associative Good

Despite this significant shift in state funding levels, higher education institutions have been held up as examples of "the rich varieties of entities that make up the nonprofit sector in the United States" (Anheier, 2014, p. 4). As such, colleges and universities are commonly referred to and researched in the context of serving the public good (Kallison & Cohen, 2009; Longden & Belanger, 2013). Samuelson (1954) defined the public (collective) good as those goods "which all enjoy in common in the sense that each individual's consumption of such a good leads to no subtraction from any other individual's consumption of that good." However, as predicted by Hansmann (1999), universities are increasingly showing characteristics of a private (associative) good rather than a public good because they exhibit attributes such as stratification and tuition control in an effort to compensate for declining appropriations. Unlike a public good, a private or associative good is considered to be competitive in which "one person's use of good or service diminishes another person's use (Longden & Belanger, 2013). A higher education environment of increased stratification and tuition control is susceptible to privatization.

Privatization

As Lambert (2015) pointed out, "rising enrollment and tuition, increasing costs and services, and decreasing state funding have forced state-supported American colleges and universities to reconsider what it means to be public institutions" (p. 8). Privatization as defined by NEA Higher Education Association (2004), is a movement away from public financing and toward private financing. In a privatized environment, tuition is increased, alternate sources of revenue are sought and greater accountability and operational efficiencies are necessary (NEA, 2004; Lambert, 2015). Hansmann's predictions and his subsequent research in 2012, empirically affirm the scholarship of others (Ehrenberg, 2006; Lyall and Sell, 2006) regarding the factors that influenced the paradigm shift in higher education funding towards privatization. These scholars maintain that privatization holds positive and negative implications for students and faculty, the management of public higher education, and society as a whole.

Student and Faculty Implications of the Privatization

Perhaps more than all other constituencies, students and faculty bear the burden of decrease in state funding and increased privatization of public higher education. For students, the most tangible burden can be seen in the form of increased tuition costs. Weber and Duderstadt (2016) contended that the reduction in state support forced universities to increase tuition and Hensley, Galilee-Belfer & Lee (2013) agreed that "funding cuts have increasingly pushed the costs of education onto students and their families" (p. 554). Further, according to the Delta Cost Project, between 2001 and 2001, "tuition as a proportion of total operating revenue at public research universities has risen from 16% to 23%"(Weber & Duderstadt, 2016). For faculty members, the decrease in funding impacts their salaries. Average salaries of public university faculty have dropped compared to their private counterparts, which in turn impacts their length of service in institutions (Ehrenberg, 2006).

Even beyond the financial challenges that faculty and students face**,** there are other implications of this changing environment in which the two groups are closely intertwined. For example, constraints of financial resources have resulted in higher than traditional rates of adjunct faculty hiring. Lyall & Sell (2006) indicated that these constraints are also leading universities to hire more part-time adjunct faculty rather than tenure-track faculty. Hansmann (2012) reported that from "1975 to 2009, the proportion of faculty on the tenure track in US colleges fell by nearly half, from 57 to 30 percent" (p. 8).

Research by Zhang and Ehrenberg (2006) revealed a connection between faculty engagement in the academy and student success. They discovered that a 10 percent increase in adjunct faculty resulted in a 3 percent decrease in five-year graduation rates. This research also indicated that a 10 percent increase in non-tenure track faculty resulted in an overall decrease of 4.4 percent in the graduation rate (Ehrenberg, 2006).

Management Implications of Privatization

Tuition. Although the funding framework formerly supported by state governments has shifted primarily onto students, raising tuition may not automatically result in increasing tuition revenue. There could be exceptions to this scenario; some leading universities that have the ability to receive large revenue may use the revenue to award merit aid to compete with rival private institutions. Ehrenberg (2006) submitted, however, that student aid increasingly based on merit, actually benefits students who are already the most educationally advantaged.

Lyall & Sell and Ehrenberg (2006) agreed that there are risks associated with high tuition increases in public higher education, such as access to these public institutions and the effect on society at large. They also contended that if the high tuition model continues, it could potentially discourage people from pursuing higher education and the nation will suffer for it.

However, the impact of privatization, as Lyall and Sell (2006) reported, is affecting access. The authors argued that access for students of low to moderate income has dwindled due to rising tuition costs and decreases in financial aid. As Ehrenberg (2006) warned, creating an environment such as this will cause public higher education to become “more stratified with upper and upper middle income students studying at relatively well-funded flagship campuses and lower and lower middle income students studying at less well funded public comprehensive and two year colleges” (Ehrenberg, 2006, p. 51). As a result, students from lower socioeconomic backgrounds are becoming a smaller population at most colleges and universities (Weber & Duderstadt, 2016; Ehrenberg, 2006). Under the given scenario Ehrenberg (2006) showed, the implications for management are clear: it will be the responsibility of each public institution to develop financial funding models that enable it to maintain access.

Increased Fundraising Efforts. Lyall and Sell (2006) supported the notion that as universities become more privatized they will seek alternative sources of revenue. They suggest that in an effort to gap unmet needs as a result of dwindling state appropriations, universities will organize fundraising campaigns to increase endowments, provide student scholarship support and allow for capital improvements. The development of alternative sources of revenue, fundraising and other entrepreneurial activities will be helpful to universities in the long term.

Accountability. Lyall and Sell (2006) suggested that as privatization progresses, it seems likely that universities will feel more accountable to constituents such as corporations, donors and alumni rather than state government and local citizenry. While these scholars point out the need for these public and private groups to establish a dialogue based upon serving the needs of all, the perspectives shared by these new stakeholders can also encourage universities to solve problems in new ways and also challenge them to consider employing operational models that are different than the traditional model of operations (Lyall & Sell, 2006).

Operations and Efficiency. Ehrenberg (2006) supported that, while state appropriation reduction policies are being enacted as a result of state funding woes, lawmakers also believe that forcing public universities to operate like their private counterparts will cause them to operate more efficiently and eliminate waste. Further he notes that as state support becomes smaller, accountability to government stakeholders also decreases, thereby enabling institutions to have increased flexibility and opportunity to respond competitively in the marketplace.

Lyall and Sell (2006) pointed out that an environment in which universities need to increase operating efficiency and operate in a competitive marketplace will result in “greater attention to consumer preferences” (p. 9). This will then enable universities to “focus their resources on things that consumers want and are willing to pay for rather than on what the universities would like to produce” (p. 9).

As privatization calls the management of universities to examine the best, most efficient use of resources, universities are employing varying strategies that may prove beneficial. The challenge for management will be not to employ these strategies at the expense of students, academic rigor and institutional quality. The fiscal and governmental developments which drove privatization are likely to carry on for the foreseeable future (Lyall & Sell, 2006).

> "No single force is more responsible for the emergence of the modern university in America than giving by individuals and foundations" (Hall, 1992, p.403).

The Evolution and Impact of Fundraising in Higher Education

Fundraising in higher education was recorded as far back as the middle ages in Europe. At the University of Paris in 1158, gifts provided buildings as well as spaces for food and library services for the university, (Miller, 1993). Across the English Channel in 1214, during King John of England's reign, a fund was established to pay for student expenses such as meals, housing, and textbooks at Oxford (Salter & Lobel, 1954; Wieruzowski, 1966).

In colonial America, the first instances of fundraising for higher education originated from the British who, according to Curti and Nash (1965), were interested in "bringing civilization and Christianity into a wilderness" (p. 3). This interest and philanthropic support would be the stimulus behind the establishment of America's first college, the Massachusetts Bay Colony's College at Cambridge. Subsequently, British philanthropist John Harvard made a bequest of his library and half his estate to the new college in 1638, which later became Harvard University (ASHE, 2011; Miller, 1993). Early American colleges benefitted by large and small gifts alike. Some colleges flourished as a result of the great generosity of benefactors as shown in Table 3. While others colleges such as Brown, Columbia, Dartmouth, Princeton, Rutgers and Yale grew by means of in-kind and smaller gifts from donors who believed that higher education was essential (ASHE, 2011).

Table 3

Early benefactors of higher education

College	Gift	Year	Benefactor
Johns Hopkins	$3,500,000	1873	John Hopkins
Stanford	$20,000,000	1885	Leland and Jane Stanford
Cornell	$5,500,000		Ezra Cornell
Clark	$2, 500,000	1900 and 1904	Mr. and Mrs. Gilman Clark

Scholars contended however, that although American education and fundraising was founded in Europe, "it quickly became an American tradition once it was introduced in the colonies" (ASHE, 2011, p. 19). In examining colonial colleges, Rudolph (1962) found that the most successful were also proficient at fundraising.

Curti and Nash (1965) reported that in the mid-1800s fundraising continued to play a role in the opening of colleges that targeted education for women. Interestingly, Mary Lyon, a female, is recorded as being one of the first university development officers and, as a result of the funds she personally raised on behalf of the institution, Mount Holyoke College was established in 1837 (Curti & Nash, 1965). Smith College was similarly founded as a result of a bequest of Miss Sophia Smith (ASHE, 2011). The establishment of many other women's colleges would follow as a result of fundraising such as Vassar, Wellesley, and Bryn Mawr (Miller, 1993).

The largest "gift", or infusion of capital in 19th century higher education, came from the federal government in the form of the Morrill Act of 1862. The Act spurred the opening of 149 universities. The higher costs associated with operating these colleges because of their land grant emphasis on research, ushered in a new era in university fundraising which included alumni engagement through athletics and utilizing career development such as “job referral programs” (Miller, 1993, p. 240) to cultivate alumni responsibility for the success of their colleges.

Kimball (2014) contended that prior to 1865, America, did not have sufficient surplus of wealth to sustain significant giving, and, therefore most giving was used for day to day needs. However, a transformation would soon arise. Kimball (2014) noted that,

> Between 1870 and 1920, the gross national product grew more than six-fold as the rise of industrial capitalism, particularly in the areas of transportation, communication and manufacturing, fueled a great economic expansion. This led to an enormous increase in philanthropy, most of which flowed into colleges and universities. Contemporary observers considered this late nineteenth century wave of benefactions to be “one of the most striking phases of American educational history (p. 3).

Some of the most notable philanthropists during the late 19th and early 20th century were John D. Rockefeller, Andrew Carnegie, and Julius Rosenwald. These men and others are also credited for their support of black colleges during this era (ASHE, 2011). For example, a $25,000 gift from Julius Rosenwald to Tuskegee Institute established the Rosenwald schools to educate black school children. The Rosenwald schools are credited as having “a profound impact on black Southern education in the Jim Crow era” (Ascoli, 2006). Harvard and Yale were also pioneers in higher education fundraising. For example, Yale alumni funded the first annual alumni fund in 1890, which continues to present (Kimball, 2014), and Harvard established America’s first university fundraising campaign when the Harvard Endowment Fund drive was launched in 1916. The goal of the Harvard campaign was to raise a total of

$15,250,000. The campaign lasted ten years but ultimately failed to reach its goal by slightly more than a million dollars (Kimball, 2014). It fell short of the goal due to interruption during World War I and the relief efforts that followed (Miller, 1993). War time has proved to have both negative and positive consequences on higher education fundraising. For example, a positive outcome following World War II was the introduction of the first university fundraisers.

Although Breslow (1988) reported that as far back as 1920, external consultants were being used to assist universities with initiatives such as capital and annual giving campaigns, Miller (1993) found that the first in-house "fund raisers" (p. 239) were hired following World War II, initially as managers of the funds received from the G.I. Bill (ASHE, 2011; Miller, 1993). According to Pollard (1958) approximately $40.5 million was raised in fiscal year 1940 for higher education through private giving, and, by fiscal year 1953, $191 million was raised which represented a 373% increase over that span of 13 years (Miller, 1993).

The states themselves provided funding for their own colleges also. However, Thelin (2004) reported that by the 1970's, state support for higher education was decreasing, and fundraising at colleges and universities was increasing. In 1973, the Council for Aid to Education (CAE) stated that "American higher education was elevated to a position of excellence" by private giving (Drezner, 2011, p. 17) and, in the 21st century, Kimball (2014) declared "Nothing is more predictable today at colleges and universities than the launch of a comprehensive multi-year mass fundraising campaign, which inevitably, is the largest fundraising endeavor in the university's history" (p. 2). Indeed, fundraising had become a firmly entrenched norm across all sectors of higher education.

CAE has conducted an annual survey of colleges and universities since 1957 to assess fundraising. The details of the data that CAE collected are compiled in a report called Voluntary

Support of Education (VSE). The 2016 VSE report affirms the strong impact that fundraising has within higher education. Longitudinal data presented in Table 4, demonstrates just how drastically voluntary support has grown over the last forty years.

Table 4

*Fundraising Growth since 1976**

	1976		2016		
	Amount Raised	Percentage Of Total	Amount Raised	Percentage Of Total	% Change 1976-2016
Total Voluntary Support	$2,400	100.0	$41,000	100.0	1608.3
Source					
Alumni	$588	24.5	$9,930	24.2	1588.7
Non alumni Individuals	$569	23.7	$7,520	18.3	1221.6
Corporations	$379	15.7	$6,600	16.1	1641.4
Foundations	$549	22.8	$12,450	30.4	2167.7
Other Organizations	$325	13.5	$4,500	11.0	1284.6
Purpose					
Current Operations	$1,480	61.6	$25,150	61.3	1599.3
Capital Purposes	$930	38.7	$15,850	38.7	1604.3

Source: Council on Aid to Education (CAE) *Voluntary Support of Education* report, 2017

When examining more recent individual institutional fundraising efforts the data is equally compelling. For example, fundraising for colleges and universities was at an all-time high in 2016 with contributions increasing by 1.7 percent, according to the 2016 VSE report (CAE, 2017). Interestingly, the institutions which rank in the top twenty are examples of those which have developed a culture of proficient fundraising and they account for 27% of total dollars raised in 2016 (Table 5).

Table 5

Top 20 Fundraising Institutions

	Institution	Amount Raised (in Millions $)
1	Harvard	$1,190*
2	Stanford	$951.1
3	University of Southern California	$666.6
4	Johns Hopkins University	$657.2
5	University of California – San Francisco	$595.9
6	Cornell University	$588.2
7	Columbia University	$584.8
8	University of Pennsylvania	$542.8
9	University of Washington	$541.4
10	Yale University	$519.1
11	Duke University	$506.4
12	University of California – Los Angeles	$498.8
13	New York University	$461.1
14	University of Chicago	$443.3
15	University of Michigan	$433.7
16	Massachusetts Institute of Technology	$419.7
17	Northwestern University	$401.6
18	Ohio State University	$386.1
19	University of Notre Dame	$371.7
20	Indiana University	$360.9

Source: Council on Aid to Education (CAE) *Voluntary Support of Education* report, 2017

Higher Education Academicians, Administrators, and Fundraising

In the past, fundraising was almost exclusively the job of university development staff; however, Drezner and Huehls (2015) explained that contemporary fundraising is a "shared responsibility" (p. 67) that includes the efforts of various administrators throughout a university. Today, at public institutions in particular, fundraising by senior administrators has become an expectation (Hodson, 2010), and the research and literature investigating the shift in fundraising responsibilities has expanded over the past twenty years (Allen, 1998; Arminio et al. (2010); Cook, 1997; Doan & Morris, 2012; Dorrich, 1991; Fisher, 1985; Hodson, 2010; Jackson, 2013; June, 2013; Perlmutter, 2016; Sheehan & Mihailidis, 2007; and Wenrich & Reid, 2003).

Research findings demonstrate the integral role higher education administration positions such as those held by librarians, faculty, department heads, deans, student affairs administrators, and presidents played in securing external funding from private donors as sources of revenue for their schools. Hodson (2010) explained, "The concept of actively leading constituents, internal and external, is second nature to many university administrators in most areas except one: fundraising" (p. 39). In a six-part series on the fear of fundraising in academia, Perlmutter (2016) stated:

> A sea change has occurred across academe as institutions that once depended largely on tuition or state support have had to up their fund-raising game. The smallest liberal-arts college and the largest state university alike now know they cannot move forward—or even survive—without extensive, focused, and professional fund raising. Thrown into the center of that storm are academic administrators and professors with little or no experience in "development" and advancement. (p. 1)

Librarians. Funding for libraries has decreased, therefore "middle managers" such as librarians and archivists are called to take a more active role in fundraising. Fundraising for libraries is being sought "to support the core mission and operations of the library, enable new service models, create innovative learning spaces, and support new collecting initiatives." (Doan & Morris, 2012, p. 190).   Prichard (2011) also suggested that fundraising is not only the responsibility of library directors, but is now being required of other library staff including "curators, public relations officers, and associate directors" (p. 595).

Faculty and Department Heads. Faculty members are in a position to be of tremendous value in fundraising because of the positive relationships they have formed with former students– now alumni of the university (Hodson, 2010). In today's higher education environment, faculty are as important to successful fundraising as they are to the success of their college's academic programs (Hodson, 2010). By the same token, department heads are expected to contribute to fundraising efforts, beyond the management of their departments and conducting research. Many are now spending significant amounts of time fundraising in some capacity or in meetings that promote the department to external constituents (June, 2013).

Student Affairs. A study by Arminio et al. (2010), reported that student affairs professionals are also beginning to be more involved in fundraising for programmatic support and services, as well as new initiatives. Respondents in their study reported that student affairs professionals are participating in the fundraising process by, at times, assisting in the cultivation of alumni known as "friend-raising" and by participating in campaign planning.

Deans. University deans have more pressure than ever to be involved in fundraising. By doing so they can ensure their schools or colleges can attract and retain gifted new faculty, acquire the best technological resources, and support research. In today's environment, in addition to other duties, deans are expected to raise funds and meet targeted goals (Sheehan & Mihailidis, 2007).

Although expectations can be high, academic deans are in favorable position to be successful in fundraising. Farmer, Coleman and Lampton (2003) reported that university donors increasingly are directing their gifts to a specific program or school they are most involved. If this is the case, alumni from a college of business for example, who have been involved in the college, may be more likely to give to that college. In this way, the dean, as spokesperson of the college, would be expected to be heavily involved not only in promoting their vision for the college but also for securing financial resources to implement that vision (Hodson, 2010). Further, Hodson (2010) reported that for external constituents, particularly those from business and industry, the dean is in a more favorable position to convey the meaningfulness of private gifts because of his or her first-hand knowledge of what is happening in the labs and classrooms of their school.

Business colleges and programs are one of the leading constituencies on campus in which fundraising knowledge has become of paramount importance. The American Association of Colleges and Schools of Business (AACSB), the accrediting body of the nation’s top business schools conducts a triennial survey of business deans. The most recent survey from AACSB-accredited schools reported that fundraising ranks third as a top pressure for business deans (Table 6).

Table 6

Top Pressures Faced by College and Schools of Business Deans

Rank	Issue	M*
1	Budget	4.0
2	Faculty recruitment and retention	3.9
3	Fundraising	3.7
4	School enrollment management	3.6
5	Accreditation issues	3.6
6	Competition from other providers/schools of business	3.6
7	Faculty development	3.4
8	Faculty demands	3.4
9	Drive for internationalization	3.2
10	School rankings by media	3.1
11	Integration of technology into the curriculum	3.0
12	Demographic changes in student body	2.5
13	Non-traditional student programs	2.4

Source: American Association of Colleges and Schools of Business Deans Survey (2015).
*Based on a five point Likert scale from 1-5, 5 being the most critical pressure (n=555)

Presidents. Dorich (1991) reported that while it is necessary that presidents have appropriate academic leadership and senior management experience, many search committees take into consideration the critical fundraising role that presidents play in the university when making hiring decisions. Even more than the role librarians, faculty members, department heads, and deans play in university fundraising, it is the president who will ultimately be held accountable for securing comprehensive philanthropic support from donors and other external constituents (Fisher, 1985 & Hodson, 2010). Charles Eliot, president of Harvard University from 1869 to 1909, understood his role when he made it a priority to strategically build financial resources for his institution through fundraising (Kimball & Johnson, 2012). Moreover, he advocated and encouraged this emphasis of fundraising to Harvard's alumni, faculty and staff. Eliot pioneered a "free money strategy". Kimball & Johnson (2012) and stated:

> In the competition between American universities, and between American and foreign universities, those universities will inevitably win which have the largest amount of free money…How is more free money to be obtained?...The only way to increase the amount of such funds is to emphasize the urgent need of them, and then to treat them with such steady consideration that they will have…an assured permanence as funds (p. 224).

The American Council on Education (ACE), which according to its mission statement, serves as "the major coordinating body for all the nation's higher education institutions", (ACE, 2017, p. 3) has been conducting a comprehensive survey of American college presidents for nearly 30 years. The organization's 2000 survey report was the first to investigate possible gaps between job expectations and level of presidential preparedness. The 2007 and 2012 editions of ACE's quinquennial survey provided valuable insight into the demographic characteristics, educational backgrounds, career pathways, and level of preparedness of today's university president.

The curricular categories reported in the 2007 and 2012 reports for which presidents felt insufficiently prepared included academic issues, accountability, athletics, budget, capital improvement, community relations, crisis management, enrollment management, entrepreneurial ventures, faculty issues, fund raising, governing board relations, government relations, media/public relations, personnel issues, risk management, and strategic planning. The report also indicated that fundraising was the area most insufficiently prepared for first presidencies (ACE, 2012) as indicated in Table 7.

Table 7

Areas reported by college presidents as insufficiently prepared for the first presidency position

Duties	2012 Report %	2007 Report %
Fundraising	40.0	22.8
Technology Planning	33.6	-
Risk Management and Legal Issues	29.7	14.2
Capital improvement projects	27.4	15.3
Entrepreneurial ventures	26.7	14.6
Campus internationalization	24.7	-
Athletics	24.3	12.1
Budget and financial management	23.9	14.7
Governing Board and Government Relations	21.9	12.3/10.8
Accountability/assessment of student learning	20.3	10.1

Source: *The American College President 2012 and 2007* (American Council on Education, 2012).

Moreover, as revealed in Table 8, fundraising was identified as a top curricula area that occupied most of a president's time (ACE, 2012). Research by Jackson (2013) produced similar results and found that in a typical month respondents spent an average of nearly seven days on fundraising duties and responsibilities.

Table 8

Areas reported by college presidents as occupying the most time

Duties	2012 Report %	2007 Report %
Budget/financial management	57.9	34.8
Fundraising	47.0	37.7
Community relations	22.7	20.9
Strategic planning	22.2	20.09
Personnel issues (excluding faculty)	21.6	13.9
Governing board relations	20.7	16.5
Enrollment management	19.6	10.6
Faculty issues	15.0	10.8
Government relations	13.1	9.2
Capital improvement projects	12.6	11.4

Source: *The American College President 2012 and 2007* (American Council on Education, 2012)

The ACE findings show that fundraising is the presidential responsibility in which president's found themselves least prepared, yet required the highest percentage of time. This is a troubling paradox and could be of particular concern to trustees and alumni. Higher education graduate programs should also be concerned because they are tasked with preparing higher education leaders for varied and complex roles in which they will likely encounter fundraising responsibilities (Arminio et al. (2010); Doan & Morris, 2012; Dorrich, 1991; Fisher, 1985; Hodson, 2010; Jackson, 2013; June, 2013; Perlmutter, 2016).

"Regardless of sizes, types or origins, curriculum is considered the heart and soul of all educational institutions" (Khan & Law, 2015, p. 66).

Curriculum Change and Development

According to Toombs and Tierney (1993) it was the Scottish that first adopted the word 'curriculum' as it is used today and its origins were first recorded in reference to the University of Glasgow in 1643. Today, curriculum has a broader interpretation and is defined in numerous ways. For example, Barnett and Coate (2005) declared that "Curriculum is a fundamental matter for the well-being and effectiveness of higher education" (p. 7).

No matter how curriculum is defined, its breath, and depth of importance in higher education is firmly established. Oliver and Hyun (2011) asserted that "little attention has been given to the evolution of curriculum, its review and transformation" at many institutions of higher education (p. 2). Moreover, scholars have differing views on the best and most effective approach for curriculum development. Dewey (1918; 1966), as well as Miller and Seller (1985), understood that curriculum development required a comprehensive approach. Curriculum pioneer, Ralph Tyler (1949), offered what has become a long-held standard in curriculum development organized around four questions:

1. What educational purposes should the institution seek to attain?;
2. How can learning experiences that are likely to be useful in attaining these objectives be selected?;
3. How can learning experiences be organized for effective instruction?;
4. How can the effectiveness of learning experiences be evaluated?;

Two additional approaches are applicable when considering the integration of fundraising into a HEP's curriculum.

Integrated Approach

Khan and Law (2015) proposed that curriculum development should be of concern to all university stakeholders including students, faculty members, employers, and alumni. They further offered that "regardless of sizes, types or origins, curriculum is considered the heart and soul of all educational institutions" (Khan & Law, 2015, p. 66). They contended the best method is a systematic approach that should occur in a series of five stages. Stage 1 involved learning about an institution's internal and external environment in order to ensure a comprehensive understanding of what is occurring in an organization. Stage 2 involved the analysis of specific competencies that are to be developed within students. These competencies are then defined and analyzed. Stage 3 is the phase in which a curriculum is actually developed. Stage 4 represented identifying a strategy for pedagogy, determining the "most effective and relevant" way to teach the desired knowledge to be obtained in the curriculum, while Stage 5, in essence, is "closing the loop", which was used to establish a process for follow up, evaluation of learning outcomes, and feedback to all stakeholders.

Faculty-Driven Approach

Wolf (2007) created an approach to curriculum development that is said to be "best described as faculty driven, data-informed, and educational development-supported" (p. 16). Wolf's approach to curriculum development included curriculum visioning, mapping, and other activities that encourage faculty engagement in the overall effort to develop curriculum. Faculty members used the model created by Wolf to "systematize curriculum development" (p. 16). Wolf's model consists of three primary stages: Stage One: Curriculum Visioning focused on curriculum assessment, establishing program objectives, and focus. Stage Two: Curriculum Development encompassed curriculum mapping, which is a technique for making certain the content of the courses match the program objectives, as well as reviewing potential gaps or redundancies in the program structure. Stage Three: Alignment, Coordination, and Development ensured that alignment occurred between program and course objectives, including the foundational and course content, as well as program and course learning experiences (Wolf, 2007).

These approaches to curriculum development from the oldest to the most recent have common themes amoung them: emphasis on assessment, importance of learning outcomes, and continuous feedback and follow up; however, when selecting a curriculum process the institutional culture will be a key factor (Khan & Law, 2015). Institutional culture is a critical factor in light of the fact that universities may have systems in place and ways of developing the curriculum that they believe are functioning appropriately (Khan & Law, 2015). Thus, whether or not the univeristy culture welcomes change can affect the curriculum development process dramatically (Oliver & Hyun, 2011).

Summary

Chapter 2 presented a history of the study of higher education (Hall, 1923; Goodchild, 1991; Goodchild, 1996; Menand, 2002); and overview of curriculum (Bray, 2007; Card, Chambers & Freeman, 2015; Crosson & Nelson, 1986; Goodchild, 1991; Valerin, 2011); reviewed the history of higher education funding (Johnson, 1981; Lambert, 2015; Miller, 1993) and privatization (Ehrenberg, 2006; Ehrenberg & Zhang 2006; Lyall & Sell, 2006); examined the evolution and impact of fundraising in higher education (ASHE, 2011; CAE, 2017; Curti & Nash, 1965; Hall, 1992; Kimball & Johnson, 2012; Kimball, 2014; Miller, 1993; Rudolph, 1962;

Thelin, 2004); presented higher education administrative positions which require fundraising knowledge (AACSB, 2015; ACE, 2012; Arminio et al., 2010; CAE, 2017; Doan & Morris, 2012; Drezner, 2011; Hodson, 2010; June, 2013; Perlmutter, 2016; Pritchard, 2011; Sheehan & Mihailidis, 2007); and the literature relating to curriculum change and development (Barnett & Coate, 2005; Dewey, 1966; Khan & Law, 2015; Miller & Seller, 1985; Oliver & Hyun, 2011; Toombs & Tierney, 1993; Tyler, 1949; Wolf, 2007) was also discussed. The next chapter will present the instrument, participants, data collection, and data analysis used in this study.

CHAPTER III

METHODS

The purpose of this study was to examine faculty perceived importance of teaching a higher education fundraising course as part of the higher education program (HEP) curriculum. As established by the American Association of University Professors 1966 Statement on Governance of Colleges and Universities, faculty members govern decisions regarding curriculum. As such, faculty perceptions of what are the important student learning outcomes have far-reaching implications for curriculum development and student preparedness. In light of rising expectations of fundraising knowledge for higher education administrators (Perlmutter, 2016; Drezner & Huehls, 2015; Doan & Morris, 2012; Pritchard, 2011; Hodson, 2010), this study investigated HEP faculty perceptions of the importance of fundraising knowledge for their students.

This chapter outlined the participants, survey instrument, data collection, and data analysis used in the study.

Research Questions

The following research questions guided the study:

1. To what extent do higher education faculty members perceive fundraising knowledge as important for their students?
2. To what extent does fundraising coursework exist as part of the higher education program curriculum?
3. What relationship, if any, exists between faculty members' perceived importance of fundraising and the presence of fundraising in the higher education curriculum?

4. What is the relationship between faculty members' prior experiences with fundraising and their perceptions of fundraising as part in a higher education program curriculum?
5. What is the relationship between faculty members' perceived importance of fundraising and demographic variables of academic rank and years of service?
6. To what extent do faculty members perceive other higher education topics (HETs) as important in the curriculum?
7. What, if any, barriers prevent the inclusion of a higher education fundraising course in the higher education curricula?

Participants

The participants for this study were higher education administration program faculty who held membership in the Association for the Study of Higher Education (ASHE). ASHE is 2,000-member organization that is "dedicated to higher education as a field of study" (ASHE, 2017 p. 1). A representative from ASHE supplied the organization's domestic United States membership mailing list, which contained 1,820 names, their corresponding university affiliations, physical addresses, and telephone numbers. An internet search was conducted for each faculty member to obtain and confirm email addresses. Of the 1,820 ASHE member contacts provided, 272 were identified as higher education administration program faculty and represent the population under study.

Instrumentation

The instrument used for this study was adapted from a survey created by Wolfskill (2011). The survey has been pilot tested by Wolfskill and checked for validity and reliability

(See Appendix A). Permission was obtained from Dr. Wolfskill to utilize the survey instrument (See Appendix B). The survey was originally used to investigate agribusiness faculty members' perceptions of the importance and inclusion of decision science topics in undergraduate agribusiness curricula.

The survey was adapted to collect data about fundraising rather than decision science. Modifications to the survey instrument included deleting any questions that were not relevant to the fundraising adaptation. Based upon a review of literature from the American Council on Education, the ASHE website, and HEP curricula review conducted by the researcher, a list of HETs was developed. The topics included: budget and planning, finance, leadership, management, and student affairs. Additionally, the survey was modified to collect data regarding faculty prior experiences and prior training or education in fundraising.

The modified survey, made up of seven sections, sent to participants, was entitled *Faculty Perceptions of Fundraising Survey* (FPFS) (See Appendix C). Participants responded to 11 survey questions (Appendix C) designed to collect data about (1) perception of the importance fundraising for graduates of HEPs and perception of the importance of fundraising knowledge to prospective higher education employers; (2) the degree to which fundraising topics were included in their programs; (3) prior experience and/or training in fundraising; (4) perceived importance and inclusion of other HETs; and (5) potential barriers which prevent the inclusion of fundraising topics in the curricula.

Section one of the survey was dedicated to collecting data regarding perceived importance. Participants responded using four point Likert-type scales ("not at all important" =1, "somewhat important" =2, "important" =3, and "extremely important" =4 or "not a priority" = 1, "low priority" = 2, "high priority" = 3, and "essential" = 4). In section two of the survey, participants responded to the degree of inclusion of fundraising in the curriculum using dichotomous responses (“yes” =1, and “no” =2) or using a four point Likert-type scale (“none” = 1, “slight” = 2; “major” = 3, and “substantial” = 4). In section three, data was collected regarding participants’ prior involvement and training with fundraising. Participants responded to prior involvement using a four point Likert-type scale (“not at all involved: = 1, “minimally involved” = 2, “moderately involved” = 3, and “substantially involved” = 4). They responded to prior training queries using dichotomous responses (“yes” =1, “no” =2).

Section four was used to gather data regarding participants’ perceived importance of other HETs and the degree to which they were included within their curriculum. Participants responded regarding perceived importance of other topics using a four point Likert-type scale (“not at all important” = 1, “somewhat important” = 2, “important” = 3, and “extremely” = 4). Participants responded regarding degree of inclusion of other topics using a four point Likert-type scale (“none” =1, “minimally” = 2, “major part” = 3, and “greatly emphasized” = 4).

Section five was used to collect demographic data regarding types of degrees awarded at participants’ institutions, faculty rank, and years of teaching experience. Participants were asked to respond to the following questions: Which best describes the higher education degree awarded by your department?; what is your professional rank?; and how long have you been teaching in a higher education institution? Finally, section six provided participants the opportunity to respond about barriers that prevent t prevent the inclusion of a higher education fundraising course in the curriculum.

Data Collection

The researcher submitted a request, application, and personally paid the required fee to ASHE to obtain a membership mailing list (Appendix D). Approval was obtained (Appendix E) and the membership mailing list including names, physical addresses, and telephone numbers was received. Approvals were obtained from the universities institutional review board (IRB). Following IRB approval (Appendix F), an email invitation using survey software containing the IRB approval and an information letter was sent to 272 HEP faculty members. The information letter explained the purpose of the study and described the voluntary and confidential nature of the study. Participants received no compensation for their participation. The survey was conducted over a 30 day period.

Upon opening the email invitation, participants were presented with a survey link to participate in the study. If at any time the prospective participant wanted to withdraw from participation, they were instructed to close their browser window to exit the FPFS. If participants desired to participate in the study, they were directed to open the survey link within the email. Once the link was opened, the information letter was presented as the first page of the FPFS. Participant's completion of the survey was considered as their consent to participate in the study. Prospective participants were sent three email reminders to encourage their participation in the study. The third and final reminder served both as a final thank you to participants and provided the deadline for participation.

Participant responses were anonymous, unidentifiable and no IP addresses were collected. The survey data was collected and secured utilizing the university approved survey software which ensured proper protocol and security standards.

During the data collection period, 100 participants began the FPFS. However, five respondents submitted incomplete surveys and their responses were delimited from the data set. As a result, 95 completed surveys were received for the study, representing a 35% response rate, which is considered good for online data collection (Dillman, Smyth, & Christian, 2009). Data collected from the FPFS was exported and analyzed using the Statistical Package for the Social Sciences (SPSS) software, version 23.

Data Analysis

Both quantitative and qualitative methods were used for data analysis in this study; however, the primary method used was quantitative. The quantitative methods used to analyze the data were descriptive and inferential. Descriptive statistics such as frequency and percentages were analyzed to assist the researcher in successfully managing and organizing data (Gravetter & Wallnau, 2009). Inferential statistics were analyzed through a series of Spearman correlations. Gravetter & Wallnau (2009) identified Spearman correlations as a means of measuring the relationship of two ordinal variables.

Qualitative methods were used to analyze the open-ended responses addressing perceived barriers (Appendix G). Creswell (2013) stated that open ended responses allow the researcher to "collect detailed views from participants" (p. 21). Each narrative response was coded and organized into themes. Table 9 outlines the research questions, related survey questions, and the descriptive or inferential statistical analysis performed.

Table 9

Data Analysis

	Research Question	Survey Question (Q)	Data Analysis
1	To what extent do higher education faculty members perceive fundraising knowledge important for their students?	Q2, Q8.3	Percentage and Frequency
2	To what extent does fundraising coursework exist as part of the higher education program curriculum?	Q2, Q4,	Percentage and Frequency
3	What relationship, if any exist between faculty members' perceived importance of fundraising and the presence of fundraising in the higher education curriculum?	Q2, Q4, Q5 Q8.3, Q4, Q5	Spearman correlation
4	What relationship, if any, exists between faculty members' prior experiences with fundraising and their perceptions of fundraising as part in a higher education program curriculum?	Q2, Q10, Q11	Spearman correlation
5	What is the relationship between faculty members' perceived importance of fundraising and demographic variables of academic rank and years of service?	Q2, Q12, Q13	Spearman correlation
6	To what extent do faculty members perceive other higher education topics (HETs) as important in the curriculum?		Descriptive Statistics
7	What, if any, barriers prevent the inclusion of a higher education fundraising course in the higher education curricula?		Qualitative Statistics

Concerns for Validity and Reliability

There are several ways to determine if survey instrumentation and qualitative theme development are valid and reliable. Content validity refers to the degree to which survey questions reflect what the researcher wants to know (Rossiter, 2010). Content validity for the

FPFS was originally confirmed by expert panel in the original survey and face validity, confirmation that the survey questions appear to be a reasonable method by which to obtain data, was confirmed by the researcher and dissertation committee. Another important aspect of survey instrumentation is reliability. Reliability is defined as the degree of internal stability and consistency of a measure (Borg, 1981). Reliability statistics are reported in Chapter Four using Cronbach's alpha measures. Qualitative analysis for theme generation of the open-ended question data was performed using an interrater reliability strategy and the expertise of the researcher's dissertation committee (Gwet, 2014).

Summary

First, this chapter presented the purpose of the study and the research questions that guided the study. Secondly, it outlined the participants of the study which consisted of higher education administration program faculty who held membership in the ASHE. Finally, it provided a detailed description of the instrument, data collection procedures, data analysis of the study and addressed concerns for validity and reliability. The following chapter will present the findings of the study.

Chapter 4

RESULTS

The purpose of this study was to examine faculty perceived importance of teaching a higher education fundraising course as part of the higher education program (HEP) curriculum. As established by the American Association of University Professors 1966 Statement on Governance of Colleges and Universities, faculty members govern decisions regarding curriculum. As such, faculty perceptions of what are the important student learning outcomes have far-reaching implications for curriculum development and student preparedness. In light of rising expectations of fundraising knowledge for higher education administrators (Perlmutter, 2016; Drezner & Huehls, 2015; Doan & Morris, 2012; Pritchard, 2011; Hodson, 2010), this study investigated HEP faculty perceptions of the importance of fundraising knowledge for their students.

Research Questions

The following research questions guided the study:

1. To what extent do higher education faculty members perceive fundraising knowledge as important for their students?
2. To what extent does fundraising coursework exist as part of the higher education program curriculum?
3. What relationship, if any, exists between faculty members' perceived importance of fundraising and the presence of fundraising in the higher education curriculum?
4. What is the relationship between faculty members' prior experiences with fundraising and their perceptions of fundraising as part in a higher education program curriculum?

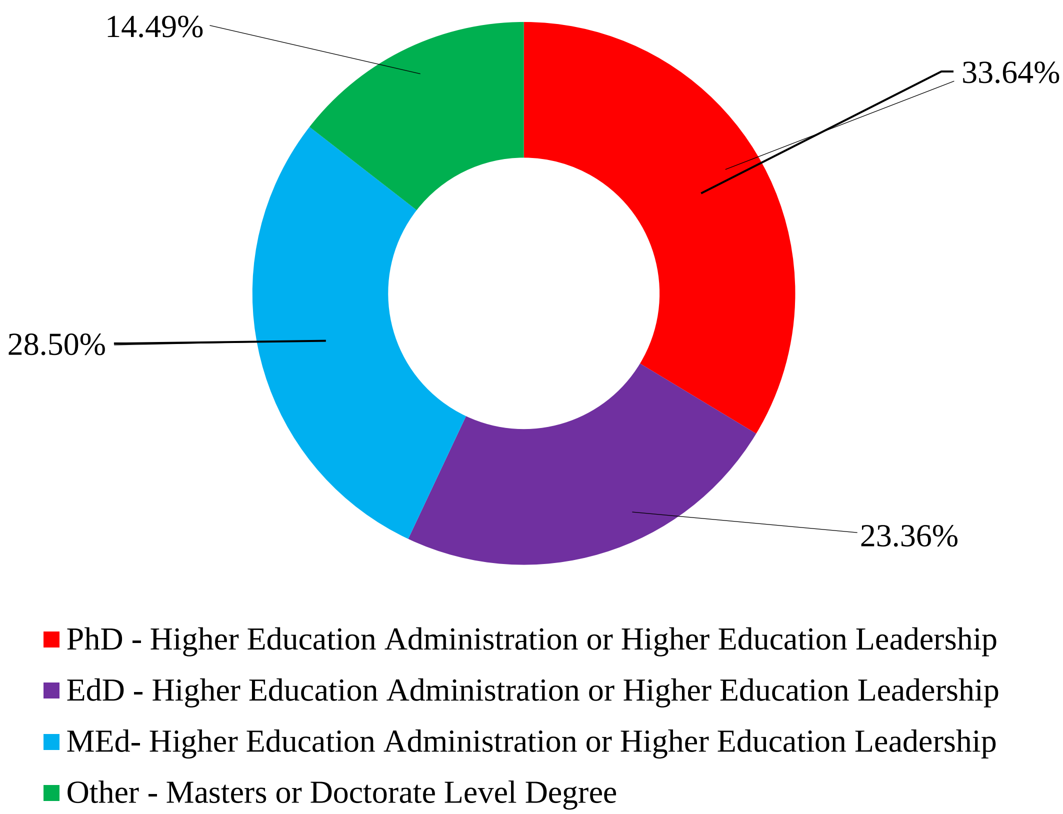
5. What is the relationship between faculty members' perceived importance of fundraising and demographic variables of academic rank and years of service?
6. To what extent do faculty members perceive other higher education topics (HETs) as important in the curriculum?
7. What, if any, barriers prevent the inclusion of a higher education fundraising course in the higher education curricula?

Demographic Findings

The researcher was assisted by the Association for the Study of Higher Education (ASHE) in obtaining a list of members who are currently serving as faculty in higher education administration or higher education leadership programs across the United States. From this listing, a survey was sent to 272 higher education faculty members. Of those 272 faculty members contacted 95 completed the survey for a response rate of 35%. Of the 100 faculty who entered the survey, 95 completed the survey for a completion rate of 95%. One section of the survey was used to gather demographic data from faculty members. Data gathered included the types of higher education degrees awarded in their respective departments (Figure 1).

Figure 1

Types of higher education degrees awarded in departments



The 95 participants were diverse in rank and years of experience as illustrated in Table 10. Participant's faculty rank included Associate Professor (32.6%), Assistant Professor (31.6%), Professor (24.4%), other faculty ranks specified as Assistant Teaching Professor, Dean and Professor, Clinical Professor, Director and Post Doc (5.1%), Lecturer (4%), and Adjunct Instructor (2%).

Table 10

Participants Professional Rank and Years of Teaching Experience

	0 – 3 Years	4 – 6 Years	7 - 10 Years	11+ Years	Total
Professor	0	1	2	20	23
Associate Professor	2	1	15	13	31
Assistant Professor	8	16	6	0	30
Lecturer	1	3	0	0	4
Adjunct Instructor	0	1	0	1	2
Other	3	0	0	2	5
Total	14	22	23	36	95

This study was guided by seven research questions. Each research question was addressed by items within the survey instrument. Descriptive statistics were used in the analysis for Research Questions 1, 2 and 6. Inferential statistics was the appropriate analysis for Research Questions 3-5 using a series of Spearman correlations to evaluate the strength in relationships between ordinal variables. Qualitative methods were the appropriate analysis for Research Question 7 to categorize perceived barriers into themes.

Research Question One

The first research question asked "*To what extent do higher education faculty members perceive fundraising knowledge as important for their students*?" Participants were specifically asked: (1) "To what degree do you believe that knowledge of higher education fundraising is important for a graduate of a higher education administration or higher education leadership program?" Responses to this question used a four point Likert-type scales ("Not at all important", "Somewhat important, "Very important", and "Extremely important"); and (2) "From the following list please indicate the level of priority you believe prospective employers in higher education would desire from graduates from a higher education administration/leadership program." Responses to this question used a four point Likert-type scale ("Not a Priority", "Low Priority", "High Priority", and "Essential"). For question 1, the findings revealed only 3% of faculty believed fundraising as "Not at all Important", and 48% of faculty believed fundraising knowledge as "Somewhat Important". Forty-nine percent believed fundraising knowledge as either "Important" or "Extremely Important" for graduates of higher education administration or higher education leadership programs (Table 11).

Table 11

Perception of Fundraising Knowledge as Important

Degree	Response	% of Participants
Somewhat Important	46	48 %
Important	28	29%
Extremely Important	18	20%
Not at all Important	3	3%
Total	95	100%

Half of faculty believed that knowledge of higher education fundraising was important or extremely important for graduates of their programs, yet, when asked to rank priority of fundraising knowledge for prospective higher education employers in Question 2, the majority of participants perceived fundraising knowledge as the lowest priority when compared with other HETs as illustrated in Figure 2.

A Spearman correlation was conducted was computed to determine the relationship between perception of importance and perception of priority for prospective employers. The findings revealed that correlation between perceived importance and perception of priority for prospective employers was negative and moderate ($r_s = -.524$). Statistical significance was reached ($p < .001$) as indicated in Table 12.

Table 12

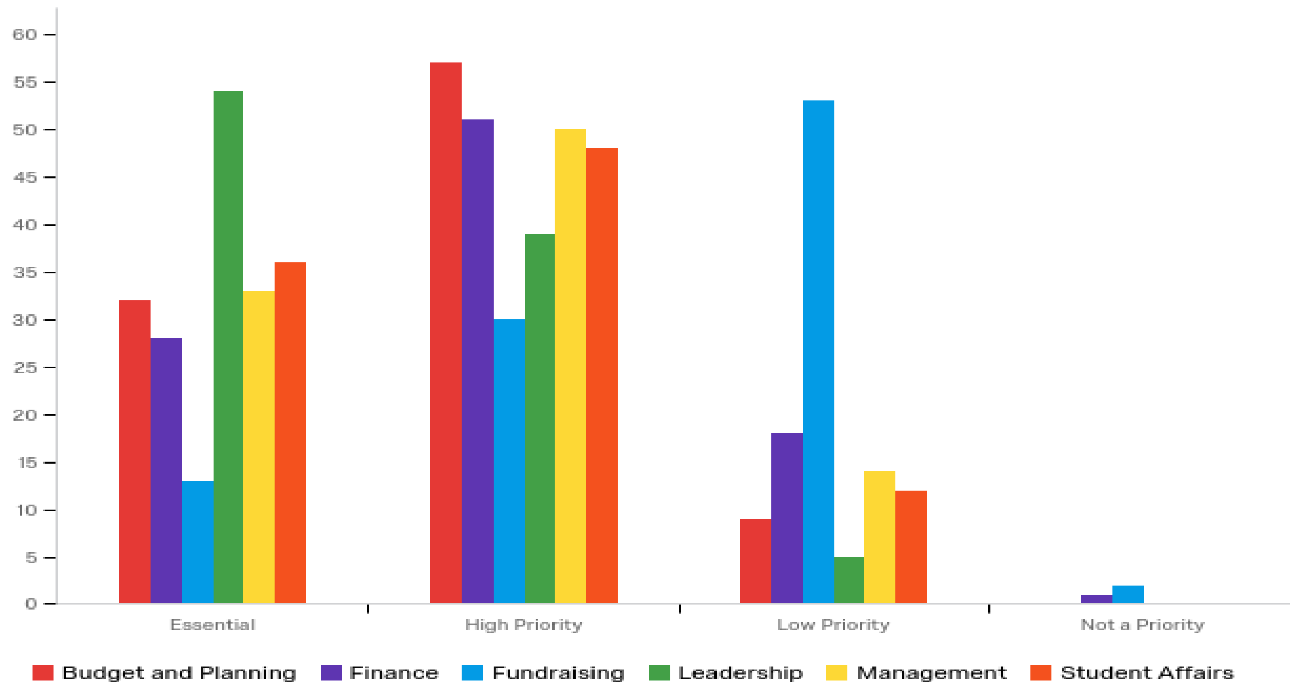
Perceived Importance and Employer Priority

		Perceived Importance	Degree of Inclusion	N
Perceived Importance		1.000	-.524**	95
	Sig (2-tailed)		.000	
Employer Priority		-.524**	1.000	95
	Sig (2-tailed)	.000		

**Note: Correlation is significant at the 0.01 level (2-tailed)

Figure 2

Perceived priority of prospective higher education employers



Research Question Two

The second research question asked "*To what extent does fundraising coursework exist as part of the higher education program curriculum?*" Participants were asked: (1) Does your higher education administration/leadership program include a course on higher education fundraising?" Responses to this question were closed ended (*Yes* or *No*); and (2) "To what degree are higher education fundraising topics included in the curricula of your graduate level higher education administration programs." Responses to this question utilized a four point Likert Scale ("No coverage", "Slight Coverage", "Major Coverage" or "Substantial Coverage"). Eighty percent of participants indicated that a course on higher education fundraising does not exist as part of their higher education administration/leadership program (Table 13).

Table 13

Higher Education Programs that Include a Course on Higher Education Fundraising

	Response	% of Participants
No	76	80%
Yes	19	20%
Total	95	100%

When asked to describe the degree to which higher education fundraising topics are included in the curriculum, 65% of participants described fundraising as slightly included in the curriculum of their HEPs (Table 14).

Table 14

Degree of Inclusion of Higher Education Fundraising in the Curriculum

	Response	% of Participants
Slight	62	65%
None	31	33%
Major	2	2%
Substantial	0	0%
Total	95	100%

Research Question Three

The third research question asked "*What relationship, if any, exists between faculty members' perceived importance of fundraising and the inclusion of fundraising in the higher education curriculum?*" Spearman correlation was computed to determine the relationship. The findings, as illustrated in Table 15, revealed that correlation between perceived importance and inclusion of fundraising was positive but weak (r_s = .211). Statistical significance was reached

(p = .040), suggesting a relationship exists between perceived importance and the degree inclusion of fundraising.

Table 15

Spearman correlation for Perceived Importance and Degree of Inclusion in Curriculum

		Perceived Importance	Degree of Inclusion	N
Perceived Importance		1.000	.211*	95
	Sig (2-tailed)		.040	
Degree of Inclusion		.211*	1.000	95
	Sig (2-tailed)	.040		

*Note: Correlation is significant at the 0.05 level (2-tailed)

Spearman correlation depicted in Table 16 showed that correlation between perceived importance and inclusion of a fundraising course was negative and very weak (r_s = -.170). Statistical significance was not reached (p = .099), suggesting a statistical relationship does not exist between perceived importance and a fundraising course.

Table 16

Spearman correlation for Perceived Importance and Fundraising Course

		Perceived Importance	Fundraising Course	N
Perceived Importance		1.000	-.170	95
	Sig (2-tailed)		.099	
Fundraising Course		-.170	1.000	95
	Sig (2-tailed)	.099		

*Note: Correlation is significant at the 0.05 level (2-tailed)

Spearman correlation was also utilized to examine correlations between faculty perceived priority for higher education employers and degree of inclusion as well as the presence of a fundraising course. The findings, as illustrated in Table 17, revealed that correlation between perceived priority and degree of inclusion was negative and very weak (r_s = -.105). Statistical significance was not reached for perceived employer priority and degree of inclusion (*p* = .311). Correlation between perceived employer priority and inclusion of a fundraising course was positive but very weak (r_s = .111). Statistical significance was not reached for employer priority and inclusion of a fundraising course (*p* = .285), suggesting a relationship does not exist between perceived employer priority and inclusion of fundraising course in the curriculum (Table 18). Additionally, a Cronbach's alpha reliability analysis was conducted for the scale items of perceived employer priority and inclusion of HETs (n = 5; α = .587). Felder and Spurlin (2005) reported in their assessment of reliability and validity of learning styles that an α of "0.5 or greater was acceptable for attitude assessments" (p. 107).

Table 17

Spearman correlation for Employer Priority and Degree of Inclusion

		Employer Priority	Degree of Inclusion	N
Employer Priority		1.000	-.105	95
	Sig (2-tailed)		.311	
Degree of Inclusion		-.105	1.000	95
	Sig (2-tailed)	.311		

*Note: Correlation is significant at the 0.05 level (2-tailed)

Table 18

Spearman correlation for Employer Priority and Fundraising Course

		Employer Priority	Fundraising Course	N
Employer Priority		1.000	.111	98
	Sig (2-tailed)		.285	
Fundraising Course		.111	1.000	98
	Sig (2-tailed)	.285		

*Note: Correlation is significant at the 0.05 level (2-tailed)

Research Question Four

The fourth research question asked, "*What is the relationship between faculty members' prior experiences with fundraising and their perceptions of fundraising as part in a higher education curriculum?*" Spearman correlation was computed to determine the relationship between faculty perceived importance of fundraising and faculty prior involvement in fundraising related activities and formal training/education in fundraising. The findings revealed that the correlation between perceived importance and prior involvement was positive but weak (r_s = .347). Statistical significance was reached (p = .001) as indicated by Table 19, suggesting a relationship exists between perceived importance and prior involvement in fundraising related activities. Correlation between perceived importance and prior formal training or education was negative and weak (r_s = -.315). Statistical significance was also reached (p = .002) as shown in Table 20, suggesting a relationship exists between perceived importance and prior formal training or education in fundraising.

Table 19

Spearman correlation for Perception of Importance and Formal Training/Education

		Perceived Importance	Prior Involvement	N
Perceived Importance		1.000	.347**	95
	Sig (2-tailed)		.001	
Prior Involvement		.347**	1.000	95
	Sig (2-tailed)	.001		

**Note: Correlation is significant at the 0.01 level (2-tailed)

Table 20

Spearman correlation for Perception of Importance and Fundraising Involvement

		Perceived Importance	Prior Training or Education	N
Perceived Importance		1.000	-.315*	98
	Sig (2-tailed)		.002	
Prior Training or Education		-.315*	1.000	98
	Sig (2-tailed)	.002		

**Note: Correlation is significant at the 0.01 level (2-tailed)

Research Question Five

The fifth research question asked, "*What is the relationship between faculty members' perceived importance of fundraising and demographic variables of academic rank and years of teaching experience?*" Spearman correlation was computed to determine the relationship between perception of importance and faculty rank. The findings revealed that correlation between perceived importance and faculty rank was positive but very weak (r_s = .016). Statistical significance was not reached (p = .878), suggesting a relationship does not exist between perceived importance and faculty rank as indicated in Table 21. Correlation between perception of importance and years of teaching experience was positive but very weak (r_s = .140). Statistical significance was not reached (p = .177), suggesting a relationship does not exist between perceived importance and faculty years of teaching experience (Table 22).

Table 21

Spearman correlation for Perception of Importance and Faculty Rank

		Perceived Importance	Faculty Rank	N
Perceived Importance		1.000	.016	95
	Sig (2-tailed)		.878	
Faculty Rank		.016	1.000	95
	Sig (2-tailed)	.878		

*Note: Correlation is significant at the 0.05 level (2-tailed)

Table 22

Spearman correlation for Perception of Importance and Years of Teaching Experience

		Perceived Importance		N
Perceived Importance		1.000	.140	95
	Sig (2-tailed)		.177	
Years of Teaching		.140	1.000	95
	Sig (2-tailed)	.177		

*Note: Correlation is significant at the 0.05 level (2-tailed)

Research Question Six

The sixth research question asked, "*To what extent do faculty members perceive other higher education topics (HETs) as important in the curriculum?*" Based upon review of literature from the American Council on Education, Association for the Study of Higher Education, and curricula review case study conducted by the researcher, the researcher developed list of HETs (budget and planning, finance, leadership, management, and student affairs) to determine their rankings of perceived importance and inclusion within higher education degree programs. The findings as a result of participant rankings on inclusion are depicted in Figure 3 and Table 23. The findings as a result of participant rankings on importance are depicted in Figure 4 and Table 24. Cronbach's alpha reliability analysis was conducted for the scale items of perceived importance and inclusion of HETs ($n = 10$; $\alpha = .719$).

Figure 3

Rankings for Higher Education Topics by Inclusion

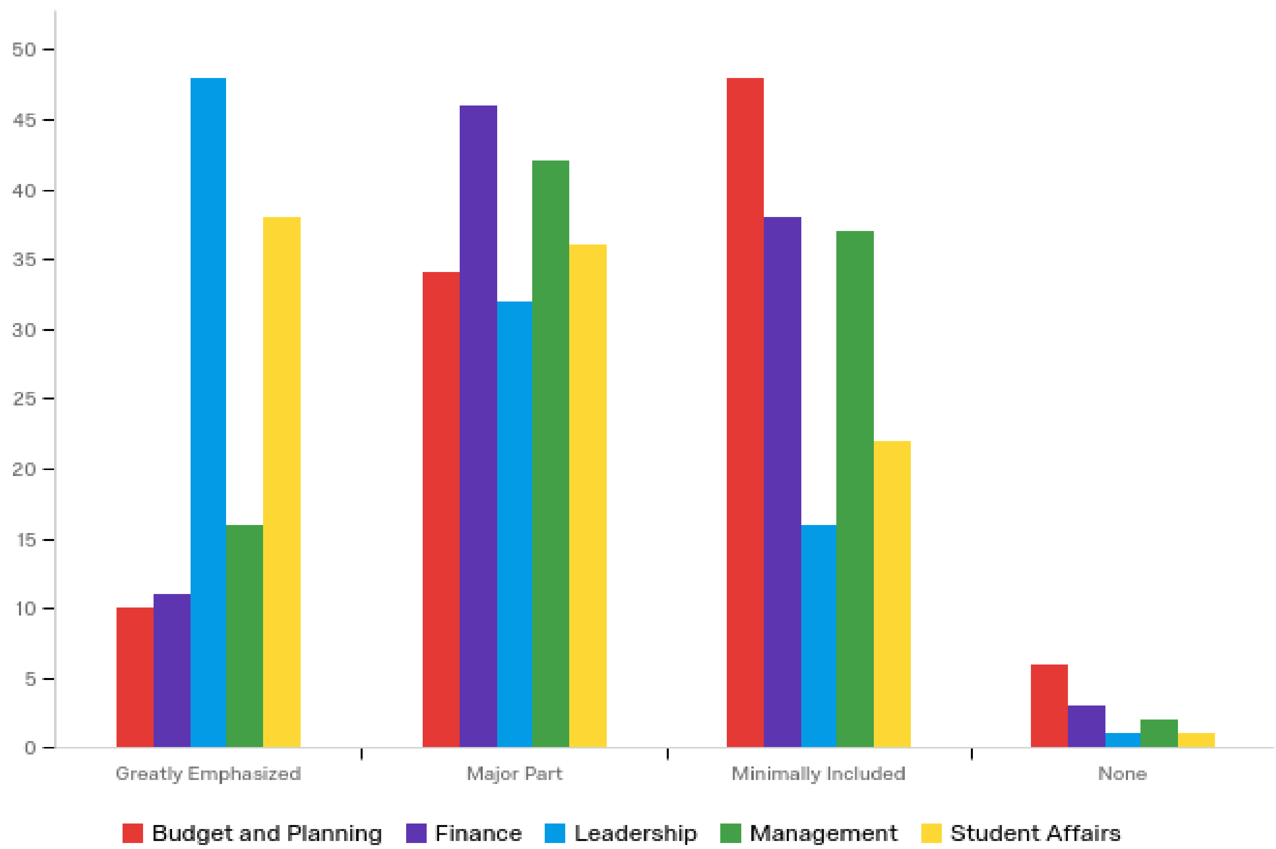


Table 23

Rankings for Higher Education Topics by Inclusion

Rank	Higher Education Topic	F	M*	SD
1	Leadership	95	3.31	.78
2	Student Affairs	95	3.14	.80
3	Management	95	2.74	.75
4	Finance	95	2.66	.71
5	Budget and Planning	95	2.49	.76

*A four point Likert scale was used: (none =1; minimally included = 2; major part = 3; greatly emphasized = 4)

Figure 4

Rankings for Higher Education Topics by Importance

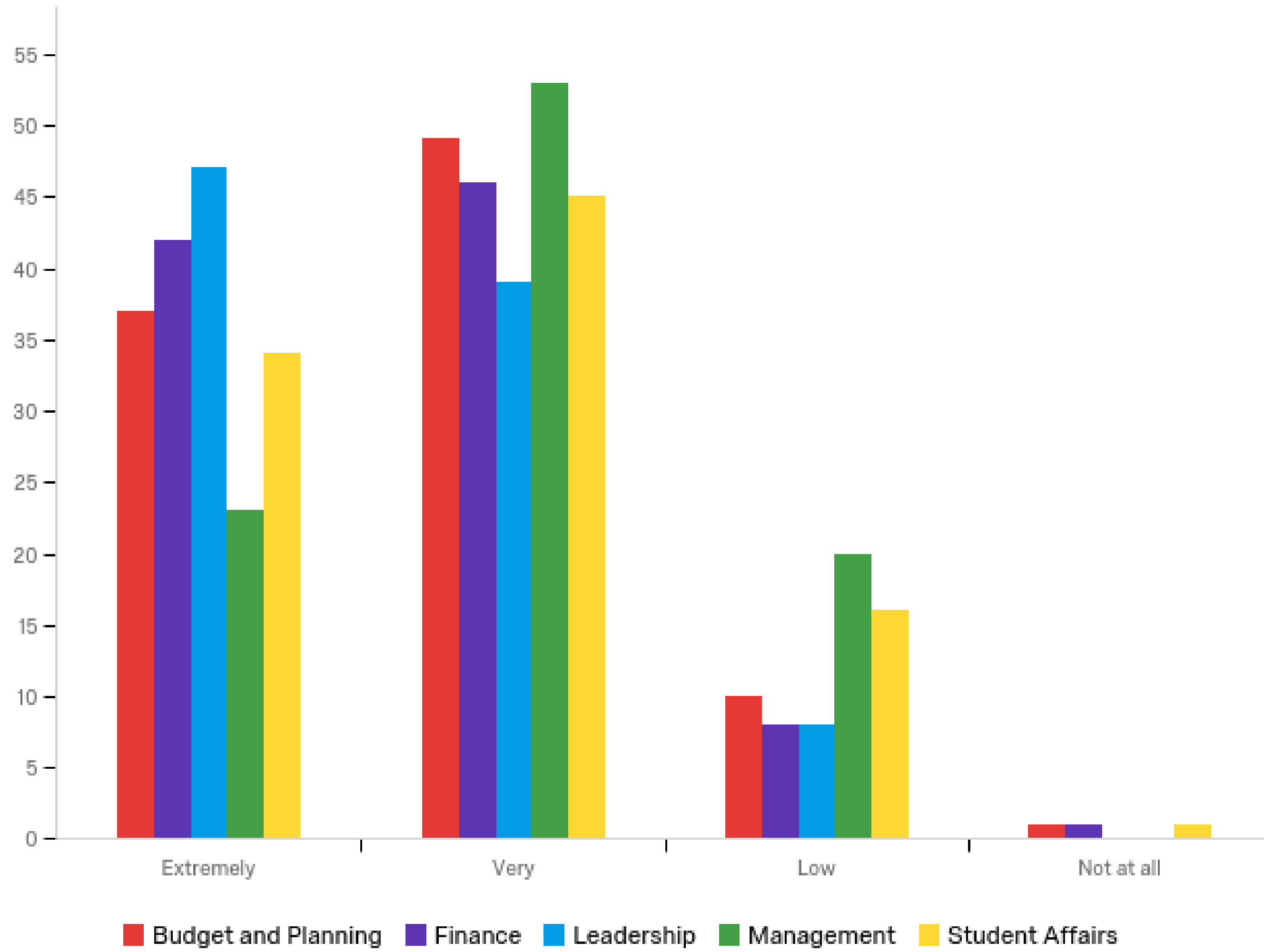


Table 24

Rankings for Higher Education Topics by Importance

Rank	Higher Education Topic	F	M*	SD
1	Leadership	95	3.41	.64
2	Finance	95	3.33	.67
3	Budget and Planning	95	3.26	.68
4	Student Affairs	95	3.17	.73
5	Management	95	3.03	.67

*A four point Likert scale was used: (not at all important = 1; somewhat important = 2; important = 3; extremely important = 4)

Research Question Seven

The seventh research question asked, "*What, if any, barriers prevent the inclusion of a higher education fundraising course in the higher education curriculum?*" Participants were asked to "Please identify any barriers you perceive which prevent the inclusion of a higher education fundraising course in the higher education curriculum." Qualitative data obtained from this open-ended question were analyzed and coded into themes. Several common themes are shown in Table 25.

Table 25

Barriers

Themes	Responses	Example
Competing Curriculum Space	41 (46%)	Already have a full set of courses.
Faculty Expertise	22 (24%)	Lack of qualified faculty to teach it.
Faculty Support	8 (8%)	Faculty is not open to curricula reform.
Differing Program Focus	6 (7%)	Student affairs dominates program.
Currently Embedded in Curriculum	5 (6%)	We include it in our finance course.
Should be Handled in Existing Curriculum	5 (6%)	There are opportunities within current courses.
Student Interest	3 (3%)	Students are not interested in it.
Total*	90 (100%)	

*Some participants did not provide answers.

Summary

In this chapter, descriptive statistics as well as inferential statistics utilizing a series of Spearman correlations were calculated on data received from participants who teach in higher education administration programs. Statistical significance was reached in four areas: (1) perceived importance and employer priority; (2) perceived importance and degree of inclusion; (3) perceived importance and prior training/education in fundraising, and (4) perceived importance and prior involvement in fundraising related activities. Additionally, qualitative analysis revealed seven themes participants perceived as barriers which prevent the inclusion of a higher education fundraising course in the curriculum: Competing Curriculum Space, Faculty Expertise, Faculty Support, Differing Program Focus, Currently Embedded in the Curriculum, Should be Handled in Curriculum, and Student Interest.

Chapter 5 will present a summary of the findings, conclusions, implications, and recommendations for further study.

Chapter 5

Summary, Conclusions, Implications, and Recommendations

Introduction

The purpose of this study was to examine faculty perceived importance of teaching a higher education fundraising course as part of the higher education program (HEP) curriculum. As established by the American Association of University Professors 1966 Statement on Governance of Colleges and Universities, faculty members govern decisions regarding curriculum. As such, faculty perceptions of what are the important student learning outcomes have far-reaching implications for curriculum development and student preparedness. In light of rising expectations of fundraising knowledge for higher education administrators (Perlmutter, 2016; Drezner & Huehls, 2015; Doan & Morris, 2012; Pritchard, 2011; Hodson, 2010), this study investigated HEP faculty perceptions of the importance of fundraising knowledge for their students.

Research Questions

The following research questions guided the study:

1. To what extent do higher education faculty members perceive fundraising knowledge as important for their students?
2. To what extent does fundraising coursework exist as part of the higher education program curriculum?
3. What relationship, if any, exists between faculty members' perceived importance of fundraising and the presence of fundraising in the higher education curriculum?
4. What is the relationship between faculty members' prior experiences with fundraising and their perceptions of fundraising as part in a higher education program curriculum?

5. What is the relationship between faculty members’ perceived importance of fundraising and demographic variables of academic rank and years of service?
6. To what extent do faculty members perceive other higher education topics (HETs) as important in the curriculum?
7. What, if any, barriers prevent the inclusion of higher education fundraising courses in the higher education curricula?

Summary

HEP faculty perceptions of the importance of fundraising knowledge for their students and the degree to which fundraising is integrated into their program curriculum was explored in this study. 272 faculty members in higher education administration programs were contacted and 95 participated in the study for a response rate of 35%.

Research Question One, descriptive analysis revealed that 97% of faculty acknowledge that knowledge of higher education fundraising has some importance for graduates of their HEPs with 48% of participants ranking fundraising knowledge as somewhat important and nearly half, 49% of participants, ranking fundraising as important or extremely important. The findings, determined by Spearman correlation revealed statistical significance between perceived importance and employer priority ($p < .001$).

These findings are of particular importance because a university’s faculty members are the experts (Gerber, 2001) and decision makers on curriculum matters (Wolfskill, 2011). In fact, they are considered essential to any curriculum change process (Becerra, Murphy, & Simon, 2000). Faculty members input and involvement is essential for successful curriculum change to occur, and a “Faculty Champion” is often required (Wolf, 2007).

Research Question Two, descriptive analysis indicated that 80% of participants reported no course on higher education fundraising existed in their higher education programs. Further, 65% of participants described fundraising as slightly included in the curriculum and 33% reported fundraising as not at all included in the curriculum.

These quantitative findings provide strong evidence why there is a lack of preparedness for many higher education leaders face when they are confronted with the expectation of fundraising knowledge or responsibilities (Perlmutter, 2016; ACE, 2012; Freeman, 2012; Arminio, Clinton & Harpster, 2010; Hodson, 2010). Given the role and expectation fundraising now plays in higher education aligned with the contention that curriculum change is warranted when the needs of the profession changes (Newton & Hagemeier, 2011), higher education fundraising should be given serious consideration in the HEP curriculum.

However, these findings regarding the level of inclusion of fundraising contradict sharply with the finding of Wolfskill (2011) when he reported that the curriculum reflects faculty values. Findings of this study show that although faculty members perceive fundraising knowledge important on some level, its presence in the curriculum does not follow.

Research Question Three, the findings, determined by Spearman correlation, determined no statistical significance between participants perceived importance and inclusion of a fundraising course ($p = .099$). However, statistical significance was found between perceived importance and degree of inclusion of fundraising in the curriculum ($p = .040$).

Research Question Four, the findings, determined by Spearman Correlation, determined statistical significance between perceived importance and prior formal training or education in fundraising (p = .001). Additionally, statistical significance was also found between perceived importance and prior involvement in fundraising related activities ($p = .002$).

These quantitative findings affirm the scholarship of Rutherford, Parks, Cavazos, and White (2012) when applied to this academic context, that prior involvement in higher education fundraising activities can yield in higher perception of importance. To wit, faculty members who have previous experience in fundraising may be more open to considering including it in the curriculum. Faculty support in curriculum development cannot be overstated.

Research Question Five, the findings, determined by Spearman Correlation, determined no statistical significance between perceived importance and faculty rank (p = .878).

Research Question Six, descriptive analysis was used to reveal the extent to which faculty perceived other HETs as included and important in the curriculum. Using a four point Likert type scale, mean scores for perceived inclusion ranged from 2.49 to 3.31 and mean scores for perceived importance ranged from 3.03 to 3.41. Leadership received the highest mean score for both perceived inclusion and importance.

These findings revealed that the traditional HEP curricula topics of budget and planning, finance, leadership, management and student affairs, continue to have major emphasis in the higher education program curriculum (Card, Chambers, & Freeman, 2016; Valerin, 2011; Bray, 2007; Crosson & Nelson, 1986). When applying Khan and Law's (2015) explanation of the role institutional culture plays in curriculum development, to a study of higher education program context, these findings suggest that culture within higher education programs can also have ingrained or inflexible systems in place and ways of developing curriculum that are believed to be functioning appropriately but actually inhibit curricula development (Oliver & Hyun, 2011).

Research Question Seven, through qualitative analysis, two primary themes emerged from participant responses as barriers that prevent the inclusion of a course on higher education fundraising in the curriculum: Competing Curriculum Space (46%) and Faculty Expertise (24%).

This finding revealed that the idea of curricula change can be challenging for faculty members involved (Galea et al.,2015). Although faculty believes fundraising knowledge important for their students and employers, they also resoundingly perceive there is no space in the curriculum for a course on higher education fundraising. One faculty member in the study commented “Which course would it replace?” .

This finding highlights the importance of adopting an appropriate curriculum development process that involves internal and external scanning to ensure there is an understanding of what is needed in the program (Khan & Law, 2015) or “faculty driven, data-informed curriculum visioning” which includes conducting important curriculum assessments, establishing program objectives (Wolf, 2007) and evaluating them, in an effort to produce the highest level of student outcomes.

Conclusions

This study sought to examine faculty perceived importance and level of inclusion of higher education fundraising as part of the HEP curriculum. From the seven research questions that guided this study, five primary findings of interests were revealed as described in Table 26.

Interestingly, the examination of faculty perceptions regarding the importance of fundraising, showed that 49% of faculty acknowledged that higher education fundraising knowledge was important or extremely important for graduates of their HEPs and 48% perceived this knowledge as somewhat important.   Yet, findings on the extent to which fundraising coursework existed in the curriculum, 80% of participants reported that a course on higher education fundraising did not exist in their higher education administration program and (65%)

reported slight coverage or no coverage at all (33%) in the curriculum. These findings contradicts the definition Toombs and Tierney (1993) provide for “curriculum”, that it represents what the faculty believe is important for students to know. The findings of Research Question One and Research Question 2 taken together are particularly alarming, because they suggest that although faculty members perceived fundraising knowledge as important for their students, it had slight or no coverage in the higher education curriculum.

As the researcher expected, both faculty education/training in fundraising as well as prior experience with fundraising directly correlated with their perceived importance of fundraising. This finding appears to affirm the argument previously presented by Rutherford, Parks, Cavazos, and White (2012) that faculty with background or experience in a particular area may be more likely to be supportive of including a course in that subject matter.

The findings of this study suggest that faculty greatly emphasize and include other HETs rather than fundraising. This finding is important and concerning because it could suggest areas of emphasis in the HEP curriculum has not evolved considerably since the study was founded in 1893 (Card, Chambers, & Freeman, 2016; Valerin, 2011; Bray, 2007; Goodchild, 1991; Crosson & Nelson, 1986). The continued teaching of these topics is not in question; however it suggests a larger issue, specifically, the importance of continuous curricula assessment, as well as curricular review and development for higher education degree programs, as these measures will directly impact student preparedness for the modern higher education environment.

Based upon the findings from the open-ended question, some explanation is provided regarding barriers that prevent the inclusion of fundraising in the higher education curriculum. These findings illuminate how or why fundraising can be considered important but not included in the higher education curriculum. Participants noted two primary barriers that prevent inclusion: competing curriculum space and faculty expertise. Participants reported curriculum space as a leading barrier that prevents inclusion in the curriculum. A conclusion can be drawn from this finding that faculty feel they cannot add or are uninterested in adding a fundraising course. One confidential respondent stated, “No room in the program to add courses.” Another respondent stated, “It is one of a number of academic needs.” Secondly, participants stated faculty expertise as a barrier to inclusion. One confidential respondent stated “Faculty knowledge and competence in this area.” Another respondent stated, “Faculty experts to teach the course.” This finding is curious because it implies that faculty must also have experience as practitioners in order to teach in particular field.

In sum, these findings provide evidence that a gap may exist in the HEP curriculum as it relates to higher education fundraising.

Table 26

Findings of Interest

	Evidence from Findings	Interpretations and Implications
1.	97% of Faculty acknowledge that knowledge of higher education fundraising has some importance for graduates of their HEPs. Significant correlation exists between faculty members' perceived importance of fundraising and priority of prospective employers.	Faculty members believe fundraising warrants some importance in the curriculum and faculty support is essential in curriculum development. Faculty members ranked priority of employers higher in relation to the importance they perceived of fundraising.
2.	80% of faculty indicated a course on higher education fundraising did not exist in their higher education program. 98% of faculty report slight or no coverage of higher education fundraising in the curriculum. Correlation exists between faculty member perceived importance of fundraising and the degree of inclusion of fundraising in the higher education curriculum.	While overall higher education fundraising was considered important, the subject garnered minimal coverage in HEP curriculum which may affect preparedness of higher education program graduates.
3.	Correlation between faculty members perceived importance of fundraising and their prior involvement with fundraising related activities.	Prior involvement in higher education fundraising activities yields increased perception of importance. Faculty members who have "background in a certain area" such as fundraising may be more likely to be supportive of including the course in the curriculum.
4.	Other HETs are emphasized and included in HEP curriculum rather than higher education fundraising. Additionally, these topics were perceived to have a higher priority to prospective higher education employers.	Traditional HEP curricula such as budget and planning, finance, leadership, management and student affairs continue to be emphasized as they were in the early years of the study, suggesting areas of emphasis in HEPs curriculum has not evolved considerably since the study's founding in 1893. Continuous assessment and review of the HEP curriculum is necessary to ensure student preparedness for today's higher education environment and to ensure the higher education curriculum is relevant to a modern higher education landscape.
5.	Primary Barriers: Competing curricula space (46%) and Faculty expertise (24%).	Due to "limited curricula space", faculty members are either unable to add, uninterested in including a course on higher education fundraising in the curriculum or faculty believe curriculum content on higher education fundraising is currently or can be adequately covered in existing curricula, which illustrating the importance of curricula review. Faculty members believe a course on higher education fundraising should be taught by a practitioner.

Implications

The findings of this study present further empirical evidence that higher education fundraising is covered minimally, at best, in the higher education program curriculum. This finding will inform practice and provide empirical data for faculty and other leaders in higher education programs. The results of this study should highlight an opportunity and serve as impetus to HEP faculty and leadership to develop and enhance the curriculum by creating a place for higher education fundraising in the curriculum. The curricula enhancement that higher education fundraising would provide has great potential for increasing the preparedness for future graduates of HEPs. Further, the results of this study provides to HEP curricula developers and decision makers, clarity in understanding potential barriers to integrating a higher education fundraising course to the curriculum. Advance knowledge of potential barriers could be useful in ensuring a successful curriculum development process.

In addition to adding to the empirical knowledge on fundraising in higher education at large, the findings of this study are also uniquely useful to the study of higher education community. A review of literature did not reveal any research which specifically explored the presence of higher education fundraising as part of HEP curriculum. Therefore, the findings of this study initiated new research on the study of higher education curriculum and could be used as a foundation for discussion on the importance and relevance of higher education fundraising as an important curricula subject. The findings of this study also provided evidence that faculty perceive fundraising knowledge as a low priority for employers

Recommendations for Future Research

Additional research is needed to determine the degree to which HEPs are producing administrators versus faculty at individual universities. While this study outlined a variety of academic and administrative positions that require and expect fundraising knowledge, each HEP is different. Some participants indicated that program focus may be a determining factor in deciding if a course on higher education fundraising is warranted. This notion is worth exploration.

Also, further longitudinal research is warranted to examine 10, 15 and 20+ year graduates of individual HEPs to assess current position in higher education, the degree to which they have encountered fundraising related expectations and/or responsibilities, and the degree to which they felt prepared from their HEP in this area. This data will be important in guiding curriculum decisions on higher education fundraising in HEP.

Also, further research is warranted regarding the importance and inclusion of other HETs which may currently lack a presence in the curriculum. Data from this research will be important in guiding and possibly expanding the curriculum in higher education administration programs.

The resounding theme of competing curricula space (46%) from participants highlights the importance of continued research on higher education curricula decision making and curriculum development.

Finally, while this study explored the degree to which fundraising is included in the higher education curriculum to truly understand how it is being included in the curriculum, requires further research.

References

Allen, R. C. (1998). Why professors should learn to be fund raisers. *Chronicle of Higher Education*. B4

Anheier, H.K. (2014). *Nonprofit organizations: Theory, management and policy* (2nd ed.). New York, NY: Routledge.

Altbach, P. G. (2014). The emergence of a field: research and training in higher education. *Studies in Higher Education*, *39*(8), 1306-1320. doi:10.1080/03075079.2014.949541

Anderson, J. D. (1988). *The education of blacks in the South*. Chapel Hill: University of North Carolina Press.

American Council on Education (2017). *The Presidency*, 20(1), 3

American Council on Education (2012). *The American college president*.

American Association of Colleges and Schools of Business International (2015). *Deans Survey*.

Archibald, R. B. & Feldman, D. H. (2006). State higher education spending and the tax revolt. *The Journal of Higher Education*, 77(4), 618-644.

American Association of University Professors (1966). *Statement on government of colleges and universities*. http://www.aaup.org/report/statement-government-colleges-and-universities.

Association of Fundraising Professionals (2003). *AFP fundraising dictionary*.

Association for the Study of Higher Education (ASHE) (2011). The influence of philanthropy on American higher education. *ASHE Higher Education Report*, *37*(2), 17-26.

Arminio, J., Clinton, L. F., & Harpster, G. (2010). Fundraising for student affairs at comprehensive institutions. . *New Directions for Student Services*, 130, 31-45.

Ascoli, P. M. (2006). Julius Rosenwald: The Man Who Built Sears, Roebuck and Advanced the Cause of Black Education in the American South. Bloomington: Indiana University Press. Retrieved July 1, 2017, from Project MUSE database.

Barnett, R. & Coate, K. (2005). *Engaging the curriculum in higher education. The Society for Research in Higher Education*. Maidenhead: Open University Press.

Becerra-Fernandez, I., Murphy, K. E., & Simon, S. J. (2000). Integrating ERP: In the business school curriculum. *Communications of the ACM*, *43*(4), 39-41.

Bernstein, A. R. (2013). *Funding the future: Philanthropy's influence on American higher education*. New York City, NY: R&L Education.

Blank, S. C. (1987). Comparing faculty and alumni expectations of future agribusiness curriculum content. *NACTA Journal*, 31(2), 30-32.

Bray, N. J. (2007). Core curriculum for American higher education programs. In D. W. Write & T. Miller (Eds.), *Training higher education policy makers and leaders: A graduate program perspective*. Charlotte, NC: Information Age Publishing.

Breslow, E. C. (1988). Development as a profession: How has it progressed? *The Journal of Contemporary Issues in Fund Raising*, 28-32.

Brint, S. & Karabel, J. (1989). *The diverted dream: Community colleges and the promise of educational opportunity in America 1900-1985*. New York: Oxford University Press.

Card, K., Chambers, C. R. & Freeman, S., Jr. (2016). Is there a core curriculum across higher education doctoral programs? *International Journal of Doctoral Studies*, *11*, 127-146. Retrieved from http://ijds.org/Volume11/IJDSV11p127-146Card2042.pdf

Cheslock, J. J., & Gianneschi, M. (2008). Replacing state appropriations with alternative revenue sources: The case of voluntary support. *Journal of Higher Education*, *79*(2), 208-229.

Cohen, A. M., & Kisker, C. B. (2010). *The shaping of American higher education: Emergence and growth of the contemporary system*. San Francisco, CA: Jossey-Bass.

Cook, W. B. (1997). Fund raising and the college presidency in an era of uncertainty. *Journal of Higher Education*, *68*(1), 53-86.

Council for Aid to Education (2016). http://cae.org/images/uploads/pdf/VSE_2015_Press_Release.pdf

Council for Aid to Education (2017). http://cae.org/images/uploads/pdf/VSE-2016-Press-Release.pdf

Council for Aid to Education (2017). 2016 *Voluntary Support of Education Executive Summary*.

Crosson, P. H., & Nelson, G. M. (1986). *A profile of higher education doctoral programs. Review of Higher Education*, 9, 334-357.

Creswell, J. W. (2013). *Qualitative inquiry & research design*: *Choosing among five approaches*. Thousand Oaks, CA: Sage

Curti, M. & Nash, R. (1965). *Philanthropy in shaping of American higher education*. New Brunswick, NJ: Rutgers University.

Dennison, G. M. (2003). Privatization: An unheralded trend in public higher education. *Innovative Higher Education*, 28(1), 7.

Dewey, J. (1966). *Democracy and education*. New York: Macmillan/Free Press.

Dillman, D., Smyth, J. & Christian, L. (2009). *Internet, Mail, and Mixed-Mode Surveys: The Tailored Design Method*, New York: Wiley.

Doan, T., & Morris, S. L. (2012). Middle managers and major gifts: fundraising for academic librarians. *Bottom Line: Managing Library Finances, 25*(4), 190-195. doi:10.1108/08880451211292630

Dorrich, D. (1991). The making of a president. *CASE Currents*, 17, 6-11.

Drezner, N. D. & Huehls, F. (2015). *Fundraising and Institutional Advancement*. New York: Routledge.

Drezner, N. D. (2011). *Philanthropy and Fundraising in American Higher Education*. *ASHE Higher Education Reports*. 37(2) 153

Ehrenberg, R. G. (2006). The perfect storm and the privatization of public higher education. *Change*, 38(1), 46-53.

Ehrenberg, R. G. & Zhang, L. (2005). Do tenured and tenure track faculty matter? *Journal of Human Resources*, 40, 647-659.

Erven, B. L. (1987). Reforming curricula: Challenge and change for agricultural economists. *American Journal of Agricultural Economics*, 69(5), 1037-42.

Farmer, B. M., Coleman, J. W., & Lampton, C. (2003). Dollars for deans. *BizED Magazine*. Association for American Colleges and Schools of Business, 40-42.

Fisher, J. L. (1985). Role of the Public College or University President in Fund Raising. *Public College and University Development*. Council for Advancement and Support of Education, 49-56.

Freeman, S. (2012). The future of higher education preparation programs: Implications for policy and practice. *Journal of Education Policy*, 1, 1-8.

Galea, S., Fried, L. P., Walker, J. R., Rudenstine, S. Glover, & J. W. Begg, M. D. (2015). Developing the new Columbia core curriculum: A case study in managing radical curriculum change. *American Journal of Public Health*, 105 (S1), S17-S21.

Gerber, L. G. (2001). Inextricably linked: Shared governance and academic freedom. *Academe*, 87(3), 22-24.

Goodchild, L.F. (1991). Higher education as a field of study in the United States: Its history, degree programs, Associations and National Guidelines. In S. Freeman, L.S. Hagedorn, L. Goodchild & D. Wright (Eds.) *Advancing Higher Education as a Field of Study*, Sterling, VA: Stylus Publishing.

Goodchild, L.F. (1996). G. Stanley Hall and the study of higher education. *The Review of Higher Education*, 20(1). 69-99.

Goodchild, L.F. (2002). Higher education as a field of study. In J.L. Forest & K.Kinser (Eds.), *Higher education in the United States* (1) 303. Santa Barbara: ABC-CLIO.

Gravetter, F., & Wallnau, L. (2009). *Statistics for the behavioral sciences*. Belmont, CA: Wadsworth Cengage Learning.

Gwet, K. L. (2014). *Handbook of inter-rater reliability*. Gaithersburg, MD: Advanced Analytics.

Hall, P. D. (1992). Teaching and research on philanthropy, voluntarism, and nonprofit organizations: A case study of academic innovation. *Teachers College Record*, 93(3), 403-436.

Hall, G. S. (1923). *Life and confessions of a psychologist*. New York, NY: D. Appleton and company.

Hall, G. S. (1916). How can universities be so organized as to stimulate more work for the advancement of science? *Journal of Proceedings and Addresses of the Association of American Universities*, 18, 25-38.

Hansmann, H. (1999). Higher education as an associative good [White paper]. Retrieved September 1, 2015 from *Social Science Research Network Electronic Paper Collection*: http://papers.ssrn.com/paper.taf?abstract_id=192576

Hansmann, H. (2012). The Evolving Economic Structure of Higher Education. *University Of Chicago Law Review*, *79*(1), 159-183.

Hensley, B., Galilee-Belfer, M., & Lee, J. J. (2013). What is the greater good? The discourse on public and private roles of higher education in the new economy. *Journal of Higher Education Policy & Management*, *35*(5), 553-567. doi:10.1080/1360080X.2013.825416

Hodson, J.B. (2010). Leading the way: The role of presidents and academic deans in fundraising. *New Directions for Higher Education*, 149, 39-49.

Hurlimann, A., March, A., & Robins, J. (2013). University curriculum development – stuck in a process and how to break free. *Journal of Higher Education Policy & Management*, *35*(6), 639-651. doi:10.1080/1360080X.2013.844665

Jackson, R. L. (2013). The prioritization of and time spend on fundraising duties by public comprehensive university presidents. *International Journal of Leadership and Change* 1(1). 47-51.

Johnson, E. L. (1981). Misconceptions about the early land grant colleges. *Journal of Higher Education*, 52, 333-351.

June, A. W. (2013, December 6). For chairs, the seat's gotten hotter. *Chronicle of Higher Education*. A18-A22.

Kallison Jr., J. M., & Cohen, P. (2009). A New Compact for Higher Education: Funding and Autonomy for Reform and Accountability. *Innovative Higher Education*, *35*(1), 37-49. doi:10.1007/s10755-009-9123-2

Kaufman, B. Juggling Act: Today's college or university president must be a champion fundraiser and a strong internal leader. *University Business,* July 2004, *7*(7), 50-52.

Kimball, B. A. (2014). The first campaign and the paradoxical transformation of fundraising in American higher education, 1915-1925. *Teachers College Record*, *116*(7), 1-44.

Khan, M.A. & Law, L. S. (2015). An integrative approach to curriculum development in higher education in the USA: A theoretical framework. *International Education Studies* 8(3), 66-76.

Kimball, B. A., & Johnson, B. A. (2012). The beginning of 'free money' ideology in American universities: Charles W. Eliot at Harvard, 1869-1909. *History of Education Quarterly*, *52*(2), 222-250. doi:10.1111/j.1748-5959.2011.00389.x

Lambert, M. T. (2015). Privatization and the Public Good. *Change*, *47*(3), 6-13. doi:10.1080/00091383.2015.1031589

Longden, B., & Bélanger, C. (2013). Universities: public good or private profit. *Journal of Higher Education Policy & Management*, *35*(5), 501-522. doi:10.1080/1360080X.2013.825417

Lyall, K. C., & Sell, K. R. (2006). The de facto privatization of American public higher education. *Change*, 38(1), 6-13.

Menand, L. (2010). *The Marketplace of ideas: Reform and resistance in the American university*. New York: W.W. Norton

Menand, L. (2002). *The Metaphysical Club*. New York: Farrar, Straus and Giroux

Miller, M. T. (1993). Historical perspectives on the development of academic fundraising. *Journal of Instructional Psychology*, 20 (3), 237.

Miller J., & Seller, W. (1985). *Curriculum perspectives and practice*. New York: Longman.

Milton, G. (2004). How the GI Bill changed higher education. *Chronicle of Higher Education*, 50(41) B9-B11.

National Center for Education Statistics (NCES). (2015).

Newton, G. D. & Hagemeier, N. E. (2011). Instructional Design and Assessment, A Curriculum Development Simulation in a Graduate Program. *American Journal of Pharmaceutical Education*. 75(9). 184.

Oliver, S. L. & Hyun, E. (2011). Comprehensive curriculum reform as a collaborative effort of faculty and administrators. *Journal of Case Studies in Education*, 2.

Perlmutter, D. D. (2016). Don't fear fund raising, part 6. *Chronicle of Higher Education*. A39-A40.

Pollard, J. A. (1958). *Fundraising for higher education*. NY: Harper and Brothers.

Pritchard, S. M. (2011). Fundraising: Collaboration, Impact, and Assessment. *Libraries and the Academy*. 11(2). 595-597.

Rossiter, J. R. (2010). *Measurement for the social sciences.* New York, NY: Springer.

Rudolph, F. J. (1962). *The American college and university: A history*. New York: Vintage Books.

Rutherford, M.A., Parks, L., Cavazos, D.E., & White, C. D. (2012). Business ethics as a required course: Investigating the factors impacting the decision to require ethics in the undergraduate business core curriculum. *Academy of Management Learning and Education*, 11(2), 174-186. doi: 10.5465/amle.2011.0039

Salter, H. E. & Lobel, M. D. (1954). A History of the County of Oxford: Volume 3. Victoria County History, London. 1-38. *British History Online* http://www.british-history.ac.uk/vch/oxon/vol3/pp1-38 [accessed 3 June 2017].

Sheehan, M. C. and Mihailidis, P. (2007). Deans of Change. *American Journalism Review*, 29(5), 40-43.

Simpson, R. D. (2000). The study of higher education. *Innovative Higher Education,* 25(2).

Song, J. H. (1982). Diversification strategies and the experience of top executives of large firms. *Strategic Management Journal*, 3, 377-380.

Speck, B.W. (2010). The growing role of private giving in financing the modern university *New Directions for Higher Education* (149), 7-16. doi:10.1002/he.376

State Higher Education Executive Officers Association (SHEEO). (2014). *State higher education finance (SHEF) FY 2014 Report*.

Thelin, J. (2004). *A history of American higher education*. Baltimore: Johns Hopkins University Press.

Tickle, L. (2000). *Teacher induction: The way ahead*. Buckingham, Philadelphia: Open University Press.

Toombs, W. E. & Tierney, W. G. (1993). Curriculum definitions and reference points. *Journal of Curriculum and Supervision* 8(3), 175-195.

Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.

Valerin, M. P. (2011). Comparative analysis of 105 higher education doctoral programs in the United States (Doctoral dissertation). Retrieved from digital.library.unt.edu/ark:/67531/metadc103404/m2/1/high_res.../dissertation.pdf

U. S. Department of Labor (USDOL) Bureau of Labor Statistics (2017). *CPI Inflation Calculator*. Retrieved from https://www.bls.gov/data/inflation_calculator.htm

Weber, L., & Duderstadt, J. J. (2016). *University priorities and constraints*. Glion Colloquium.

Wenrich, J. W. & Reid, B. L. (2003). It's not the race I signed up for, but it's the race I'm in: The role of community college presidents. *New Directions for Community Colleges*. 124. 27-32.

Wolf, P. (2007). A model for facilitating curriculum development in higher education: A faculty-driven, data-informed, and educational developer-supported approach. *New Directions for Teaching and Learning*. 112, 15-20. doi:10.1002/tl.294

Wolf, P., & Hughes, J.C. (2007). *Curriculum development in higher education: Faculty-driven processes and practices*. San Francisco, CA: Jossey-Bass.

Wolfskill, A.L. (2011). Agribusiness faculty members perceptions of importance and inclusion of decision science in undergraduate agribusiness curricula (Doctoral dissertation). Retrieved from Proquest. 3486153.

Appendices

Appendix A

Wolfskill Survey Validity and Reliability random response error. Kieruj and Moors (2010) noted that they found many researchers who reported that the addition of a neutral response "attracts subjects disproportionally to this category" (p. 323). However, they also found that using an even number of responses in Likert-type questions versus including a center (neutral) choice could lead to midpoint response style bias, where respondents tend to avoid selecting extreme choices. They concluded that based on their research and literature review, there is no conclusive evidence that response style behavior varies systematically with the presence or absence of a middle response option, and that more research is needed in the area.

Pilot Testing of the Instrument

A pilot study was performed using selected faculty from the Agribusiness and Agricultural Education sections of the Department of Agricultural and Industrial Sciences at Sam Houston State University, Huntsville, TX. That institution was then excluded from the possibility of being selected in the sample. Each of the six faculty members was given the instrument, with instructions to complete it as if that person had been selected as a respondent. Additionally, they were asked to make specific comments on wording, navigational helps, usage issues, and any other notes that may be helpful in improving the instrument. They were further asked to provide perceptions on the face and content validity. Based on the comments, no content improvements, and only minor layout improvements were made to the instrument. These faculty members also formed a panel that categorized the 18 DS topics into three areas for measuring internal consistency. In Table 1 the 18 topics are shown sorted into their groupings.

Table 1

Decision Science Topic Area Categorization

Business Applications	Statistical Methods	Optimization
Forecasting	Regression Analysis	Linear Programming
Project Management	Descriptive Statistics	Analytic Hierarchy Process
Inventory Management	Inferential Statistics	Simulation
Material Resource Planning	Probability and Distributions	Expected Monetary Value
Total Quality Management	Z-Scores	Game Theory
Decision Tables and Rules	Statistical Process Control	
Decision Trees		

The Statistical Package for Social Sciences for Windows, Version 17 (SPSS) procedure *Reliability Analysis* was used to determine the internal consistency of the measurement scales. Measures for each set of associated Likert-type scale responses were developed by summing the attitudinal scales making up each grouping. Each of the three attitudinal scales was found to be reliable, as measured by Cronbach's (1951) alpha coefficients. A benefit of using Cronbach's alpha is that it can measure the reliability of a test through analysis of a single administration of the test. "Cronbach's alpha is the average value of the reliability coefficients one would obtained [sic] for all possible combinations of items when split into two half-tests" (Gliem & Gliem, 2003, p. 84). Tuckman (1999) reported that for attitude tests, reliabilities should be at least .50. While some researchers have written that alpha levels should on the order of .80 or higher, Ary et al. (2002) concur with Tuckman that for research and certain other purposes, lower reliability coefficients are acceptable. The inter-scale reliabilities of the instrument for each grouping are shown in Table 2. The minimum level of Cronbach's alpha is .70, for the importance construct of optimization, indicating that the instrument has sufficient internal reliability.

Table 2

Cronbach's Alpha Reliability Estimates of the Perceptions of Decision Science in Agribusiness Curricula Instrument

Topic Area	Inclusion	Importance
Business Applications	.85	.85
Statistical Methods	.84	.83
Optimization	.74	.70

Note. Cronbach's alpha level above .50 are generally considered sufficient for survey-based educational research.

Validity and Reliability

All questionnaire-based research instruments have the potential for introducing measurement error. To minimize the impact of possible error, the instrument was evaluated with respect to validity and reliability. Carefully composing an electronic letter with appropriate directions and details, as well as using design and layout procedures that have been validated through appropriate research methods (Dillman, 2007) aids in minimizing measurement error.

Internal and external validity can be serious threats to the ability of a consumer of research to extrapolate results to other populations. Internal validity is the assumption that the instrument actually did measure what was intended (Ary et al., 2002). According to those authors, it is "the most important consideration in developing and evaluating measuring instruments" (p. 242). Internal validity has two key parts: face validity and content validity. Face validity suggests that the instrument appears valid for its intended purpose. Content validity suggests that the questionnaire measures what it purports to measure. As noted above, pilot testing was used to enhance content and face validity of the instrument.

External validity allows the results of a study to be extrapolated to other populations. Factors such as sampling error, selection error, and frame error influence external validity. These errors are mitigated through carefully planning and executing the sampling plan (Radhakrishna & Doamekpor, 2008). However, nonresponse error may still be a valid threat to external validity (Dillman, 2007). Responses were coded for timing of return, and a comparison of early and late responses was used for evaluation (Lindner, Murphy, & Briers, 2001; Miller & Smith, 1983).

Data Collection

Data were collected using a web-based questionnaire. All communications were performed through email. Appendix B contains samples of each email communication. Identified department heads from each institution were emailed a short description of the study with a request to email back names of the faculty members in their organization that teach agribusiness courses. Communications generally conformed to the process outlined in Dillman (2007). The communications plan is shown in Table 3, with the type of email message sent, as well as the timeline of its sending using the actual invitation with link to the questionnaire website as Time 0. Two additional messages were sent at the end of data collection. First, a request was sent to those candidates who had started the questionnaire and had saved an in-process version, but had not submitted it.

Appendix B

Permission to Use Instrument

Carolyn Golden

From:	Carolyn Golden
Sent:	Monday, January 30, 2017 3:34 PM
To:	Wolfskill, Art
Subject:	RE: Inquiry regarding dissertation survey

Dr. Wolfskill,

Thank you very much. I will certainly credit you and may take you up on your offer, I am sure your insight would be invaluable.

Again many thanks,

Carolyn

From: Wolfskill, Art [mailto:wolfskill@shsu.edu]
Sent: Monday, January 30, 2017 2:21 PM
To: Carolyn Golden
Subject: RE: Inquiry regarding dissertation survey

Hi Carolyn,
I am glad to help a fellow traveler. You may use whatever you need from my questionnaire to help your dissertation go well. All I ask is for appropriate citation or credit, however you deem fit. Let me know how I can help.
- Art

L. A. Wolfskill, Ph.D., Engaged Scholar
Assistant Professor of Agribusiness
Dept. of Agricultural Sciences and Engineering Technology
Sam Houston State University
Member *The Texas State University System*™
Pirkle Engineering Technology Ctr., Rm 440E
936-294-1226
wolfskill@shsu.edu

My Top StrengthsQuest Themes of Talent:
Consistency | Learner | Relator | Developer | Analytical
You can access my papers on SSRN at: http://ssrn.com/author=1733236

"Success isn't owned, it's leased. And rent is due every day." – J. J. Watt

"Agriculture is our wisest pursuit because it will in the end contribute most to real wealth, good morals, and happiness." – Thomas Jefferson

"Not everything that can be counted counts, and not everything that counts can be counted." Albert Einstein
"That being said, note that counting, in and of itself, is a worthy endeavor." - Wolfskill

From: Carolyn Golden [mailto:cgolden2@aum.edu]
Sent: Monday, January 30, 2017 12:14 PM
To: Wolfskill, Art <wolfskill@shsu.edu>
Subject: Inquiry regarding dissertation survey
Importance: High

January 30, 2017

Dr. Lawrence A. Wolfskill
Assistant Professor of Agriculture
Sam Houston State University
Department of Agricultural Sciences and Engineering Technology
Box 2088
Huntsville TX 77341

Dear Dr. Wolfskill,

By way of introduction, my name is Carolyn Campbell-Golden. I am a doctoral candidate in the Auburn University College of Education's Administration of Higher Education program under the direction of Dr. David DiRamio. I have worked in higher education for nearly 25 years. While I am working on my doctorate, I also serve as Vice Chancellor for Advancement at Auburn University at Montgomery.

I am writing to you with regard to your dissertation, "Agribusiness faculty members' perceptions of importance and inclusion of decision science topics in undergraduate agribusiness curricula." I will conduct a similar study regarding faculty perceptions of fundraising topics within higher education administration graduate program curricula. I am asking for your permission to adapt and modify your survey for my research study. If this is acceptable and you grant permission, please indicate by responding to this email.

I sincerely appreciate your consideration of this proposal so I may contribute to this important issue in higher education.

Respectfully,

Carolyn Campbell-Golden

Carolyn Campbell-Golden, PhD Candidate
Administration of Higher Education
Auburn University

Appendix C

Faculty Perceptions of Fundraising Survey (FPFS)

Faculty Perceptions of Fundraising Survey

Q2 To what degree do you believe that knowledge of higher education fundraising is important for a graduate of a higher education administration or higher education leadership program?

- ❍ Not at all Important (1)
- ❍ Somewhat important (2)
- ❍ Important (3)
- ❍ Extremely Important (4)

Q3 Which best describes the higher education degrees awarded by your department? (Select all that apply)

- ❑ PhD - Higher Education Administration or Higher Education Leadership (1)
- ❑ EdD - Higher Education Administration or Higher Education Leadership (2)
- ❑ MEd - Higher Education administration or Higher Education Leadership (3)
- ❑ Other Masters or Doctorate Level Degree (please specify) (4) ____________________

Q4 To what degree are higher education fundraising topics (development, annual giving, corporate/foundation giving, alumni relations or campaigns) included in the curricula of your graduate level higher education administration programs?

- ❍ None (1)
- ❍ Slight (up to 25% of course topics) (2)
- ❍ Major (25%-75% of course topics) (3)
- ❍ Substantial (more than 75% of course topics) (4)

Q5 Does your higher education administration/leadership program include a course on higher education fundraising?

- ❍ Yes (1)
- ❍ No (2)

Q7 For each of the higher education curriculum topics provided, please indicate the degree to which it is included in your higher education program curricula, and the degree to which you believe it is important to include in a higher education program curriculum.

	Degree of Inclusion				Degree of Importance			
	Greatly Emphasized (4)	Major Part (3)	Minimally Included (2)	None (1)	Extremely (4)	Very (3)	Low (2)	Not at all (1)
Budget and Planning (1)	❍	❍	❍	❍	❍	❍	❍	❍
Finance (2)	❍	❍	❍	❍	❍	❍	❍	❍
Leadership (3)	❍	❍	❍	❍	❍	❍	❍	❍
Management (4)	❍	❍	❍	❍	❍	❍	❍	❍
Student Affairs (5)	❍	❍	❍	❍	❍	❍	❍	❍

Q8 From the following list please indicate the level of priority you believe prospective employers in higher education would desire from graduates of higher education administration/leadership programs.

	Essential (4)	High Priority (3)	Low Priority (2)	Not a Priority (1)
Budget and Planning (1)	❍	❍	❍	❍
Finance (2)	❍	❍	❍	❍
Fundraising (3)	❍	❍	❍	❍
Leadership (4)	❍	❍	❍	❍
Management (5)	❍	❍	❍	❍
Student Affairs (6)	❍	❍	❍	❍

Q9 Please identify any barriers you perceive which prevent the inclusion of a higher education fundraising course in the higher education program curricula.

Q10 In the past five years, to what degree have you been directly involved in your university's fundraising activities such as annual giving campaigns, special event fundraisers, capital campaigns, deferred giving campaigns or direct solicitations?

❍ Not Involved at All (1)
❍ Minimally Involved (2)
❍ Moderately Involved (3)
❍ Substantially Involved (4)

Q11 Have you had any formal training/education in higher education fundraising?
- ❍ Yes (1)
- ❍ No (2)

Q12 What is your professional rank?
- ❍ Professor (1)
- ❍ Associate Professor (2)
- ❍ Assistant Professor (3)
- ❍ Lecturer (4)
- ❍ Adjunct Instructor (5)
- ❍ Other (please specify) (6) ____________________

Q13 How many years have you been teaching in a higher education institution?
- ❍ 0-3 Years (1)
- ❍ 4-6 Years (2)
- ❍ 7-10 Years (3)
- ❍ 11 + Years (4)

Appendix D

Request and Application for Mailing List

Holly Schneider, PhD
Director of Conference & Events
Association for the Study of Higher Education

ASHE
ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

On Sun, Mar 12, 2017 at 7:58 PM, Carolyn Golden <cgolden2@aum.edu> wrote:

Hello,

My name is Carolyn Campbell-Golden, I am an ASHE member and Ph.D. candidate in Administration of Higher Education working under the direction of Associate Professor, Dr. David DiRamio (diramdc@auburn.edu) in the College of Education at Auburn University.

I am writing to seek your approval of the attached ASHE mailing list request. I will utilize this mailing list to fulfill requirements of my doctoral research study. The purpose of my study is to examine faculty perceived importance of teaching higher education fundraising coursework as part of the higher education program curriculum. My research will commence in March 2017 and will last no longer than one year. I agree to comply with research ethics and non-discrimination policies. I also pledge that ASHE members will not be unreasonably burdened by my research participation requests.

Thank you for your consideration.

Sincerely,

Carolyn Campbell-Golden

Ph.D. Candidate

ASHE
ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

ASHE MAILING LIST RENTAL ORDER FORM

PLEASE ALLOW 5-7 DAYS FOR PROCESSING AND DELIVERY.

Name: Carolyn Campbell -Golden

Organization: Auburn University

Telephone: 334-233-6992 Fax:

E-Mail: carolyn.golden@aum.edu

Identify organization: ☐ Commercial/For-Profit Organization ☑ Non-Profit Organization

---

BILLING INFORMATION

Bill To: Carolyn Campbell-Golden
7515 Halcyon Summit Drive, Suite 102
Montgomery, AL 36117

All lists will be provided in Excel format and sent electronically.

LIST REQUIRED: ☐ All members ☑ Domestic members ☐ International members ☐ US & Canada only

---

LIST RATES

$500 Commercial/For-Profit
$300 Commercial/Non-Profit
$100 Researcher (ASHE member only)

MAIL, FAX, OR E-MAIL FORM TO

Association for the Study of Higher Education
4505 S. Maryland Pkwy.
Box 453068
Las Vegas NV 89154-3068
Phone: 702-895-2737
Email: ASHE@unlv.edu

PAYMENT METHODS:

☐ Check ☑ VISA ☐ Master Card ☐ Discover ☐ American Express

Card Number: [redacted] Expiration Date: [redacted] (month/year)

Name of Cardholder: (Print) Carolyn C Golden

(Signature)

Note: Please make check payable to **ASHE**. ASHE Federal ID #52-1071242.

I certify that the list will be used on a ONE-TIME use only and is to be used only to send material herewith submitted for review. A separate order form must be submitted for reuse of any list. I understand that list orders are seeded with decoy names to detect unauthorized use. If unauthorized use is detected, I understand that I will pay 10 times the value of the list or be subject to other disciplinary measures.

Signature

Rev 2/20/09

Appendix E

Approval of Mailing List

Carolyn Golden

From: ASHE Office <ashe@unlv.edu>
Sent: Monday, March 13, 2017 3:04 PM
To: Carolyn Golden
Subject: Re: Mailing List Request
Attachments: PAID- Mailing List Rental Invoice.pdf; ASHE Mailing List Rental_3.13.17.xlsx

Hi Carolyn,
You are very welcome!

Please find attached to this email a copy of your paid invoice for your records, and the ASHE member mailing list for one-time use only. Per your request form, the member list includes domestic members only. Please let me know if you have any additional questions.

Best of luck with your research!
Holly
Holly Schneider, PhD
Director of Conference & Events
Association for the Study of Higher Education

ASHE
ASSOCIATION FOR THE STUDY OF HIGHER EDUCATION

On Mon, Mar 13, 2017 at 1:00 PM, Carolyn Golden <cgolden2@aum.edu> wrote:
Thank you so much Holly and please relay my thanks to the Executive director also. I really appreciate this. When I receive my IRB back I will forward you a copy in case you need it on file.

Carolyn

Sent from my iPhone

On Mar 13, 2017, at 2:26 PM, ASHE Office <ashe@unlv.edu> wrote:

Dear Carolyn,
I had the opportunity to speak with the Executive Director about your request. She confirmed that she approved the submission without IRB because she had overlooked that it was stated in the mailing list policies. Given that she already gave approval, she agreed to waive the IRB requirement for you. I will process the payment, and you should receive an email confirming payment shortly after. I will work on getting you the mailing list by close of business today, if not by tomorrow. Thank you for your patience as we have sorted out the miscommunication that took place.

Sincerely,
Holly

Appendix F

IRB Approval

AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS

RESEARCH PROTOCOL REVIEW FORM
FULL BOARD or EXPEDITED

For Information or help contact **THE OFFICE OF RESEARCH COMPLIANCE (ORC)**, 115 Ramsay Hall, Auburn University
Phone: 334-844-5966 **e-mail:** IRBAdmin@auburn.edu **Web Address:** http://www.auburn.edu/research/vpr/ohs/index.htm

Revised 2.1.2014 **Submit completed form to IRBsubmit@auburn.edu or 115 Ramsay Hall, Auburn University 36849.**

Form must be populated using Adobe Acrobat / Pro 9 or greater standalone program (do not fill out in browser). Hand written forms will not be accepted.

1. **PROPOSED START DATE of STUDY:** April 13, 2017

PROPOSED REVIEW CATEGORY (Check one): ☐ FULL BOARD ☑ EXPEDITED

SUBMISSION STATUS (Check one): ☐ NEW ☑ REVISIONS (to address IRB Review Comments)

2. **PROJECT TITLE:** A Place in the Higher Education Curriculum? An Examination of Faculty Perceptions of the Importance and Inclusion of Fundraising in the Administration of Higher Education Program Curricula.

3.

PRINCIPAL INVESTIGATOR	TITLE	DEPT	AU E-MAIL
Carolyn Campbell-Golden	PhD Candidate	EFLT	goldecc@auburn.edu

MAILING ADDRESS	PHONE	ALTERNATE E-MAIL
1283 Autumn Ridge Road, Montgomery, AL 36117	334-233-6992	carolyn.golden@aum.edu

4. **FUNDING SUPPORT:** ☑ N/A ☐ Internal ☐ External Agency: ________ ☐ Pending ☐ Received

For federal funding, list agency and grant number (if available). ________

5a. **List any contractors, sub-contractors, other entities associated with this project:**

None

b. **List any other IRBs associated with this project (including Reviewed, Deferred, Determination, etc.):**

____

PROTOCOL PACKET CHECKLIST

All protocols must include the following items:

☑ **Research Protocol Review Form** (All signatures included and all sections completed)
(Examples of appended documents are found on the OHSR website: http://www.auburn.edu/research/vpr/ohs/sample.htm)

☑ **CITI Training Certificates** for all Key Personnel.

☑ **Consent Form or Information Letter** and any Releases (audio, video or photo) that the participant will sign.

☑ **Appendix A**, "Reference List"

☐ **Appendix B** if e-mails, flyers, advertisements, generalized announcements or scripts, etc., are used to recruit participants.

☑ **Appendix C** if data collection sheets, surveys, tests, other recording instruments, interview scripts, etc. will be used for data collection. Be sure to attach them in the order in which they are listed in # 13c.

☐ **Appendix D** if you will be using a debriefing form or include emergency plans/procedures and medical referral lists (A referral list may be attached to the consent document).

☐ **Appendix E** if research is being conducted at sites other than Auburn University or in cooperation with other entities. A **permission letter** from the site / program director must be included indicating their cooperation or involvement in the project. NOTE: If the proposed research is a multi-site project, involving investigators or participants at other academic institutions, hospitals or private research organizations, a letter of **IRB approval** from each entity is required prior to initiating the project.

☐ **Appendix F** - Written evidence of acceptance by the host country if research is conducted outside the United States.

FOR ORC OFFICE USE ONLY

DATE RECEIVED IN ORC: ________ by ________

DATE ________

DATE ________

COMM

PROTOCO

APPROVA

INTERVAL

Add this approval information in sentence form to your electronic information letter!

The Auburn University Institutional Review Board has approved this Document for use from 04/11/2017 to 04/10/2020
Protocol # 17-107 EX 1704

Appendix G

Participants Open Ended Responses to Barriers

Barriers

1. Too many required credits in program already; no room
2. It is one of a number of academic needs.
3. I am not sure that it is a barrier as much as context: our program has certain specific foci and is highly geared toward researchers, rather than practitioners. Were we to focus more on training administrators, a course on fundraising would be more likely.
4. Time constraints, difficulty covering all relevant areas of knowledge during a MEd or PhD program.
5. We already have a full set of courses
6. not enough room in curriculum, doesn't apply to all professionals. would support it as an elective but not a core requirement.
7. The biggest barrier that I see is having too many topics and not enough courses. It might be given some time and attention, but to give it a full class, particularly in our tight curriculum is a problem. We have an executive, cohort format, which leaves no room for electives or courses that wouldn't have a broad appeal to our students.
8. Qualified people to teach it.
9. There is a lot to cover, so I'm not sure how much more attention we could reasonably give to something this specific. I think a greater emphasis on the economics of education as a whole would be an easier sell.
10. No room in the program to add courses.
11. A limited number of course requirements addressing more important topics.
12. Limited interest among the student affairs community to be involved with fundraising. Everyone loves funds, just not the raising part. / Lack of awareness that while fundraising does not involve direct student contact, it has direct impact on students. / I don't see this as a full semester course, yet. More as a 1 cr. special topics module for 3-4 meetings, because of the evolving nature of fundraising and the content/scholarship/research that is available. / Glad you are working on this topic. Very important!

13. Finding a qualified instructor

14. It is a technical task, not a metaphysical one - there are many important job-related skills that students need to learn on the job; helping students understand how to think about the work they do is what we do in the classroom.
15. We include it in our finance course. I don't think we have the expertise in our faculty for a full semester fundraising class.
16. lack of wanting to admit that this is part of our context and wanting to prioritize non-neoliberal aspects of the higher education experience
17. None.
18. Low student interest and a curriculum designed to meet current CAS and NASPA/ACPA competencies.
19. our master's degree is only 30 credits. We require a finance/budgeting course, but given the relatively small number of overall credits and the scope of content that should be

covered within the topic of higher education administration, our faculty do not believe a course explicitly focused on fundraising should be required.

20. The curriculum does not accommodate functional area coursework.
21. Faculty experts to teach the course. Having enough material to justify a full semester course versus including it in another course, such as budget and planning or finance.
22. I believe we discuss fundraising across multiple classes. Therefore, we would unlikely make fundraising its own standalone course.
23. None other than perhaps student interest
24. Space in a 30 credit curriculum
25. Other courses in our program are thought to be more crucial
26. The largest barrier is space in the curriculum--if we offer a fundraising course, what other course do we not offer?
27. Time / Program curriculum
28. Competing demands for available credit hours.
29. Not many faculty in higher education programs have experience in fundraising or do research in this area. / / There is a sense that this is not "an academic subject."
30. I think that the barriers to the inclusion of higher education fundraising courses in curricula is a lack of faculty capacity. I would posit that most higher education faculty have not served as fundraisers studied it formally, or conduct research in that area. So such coursework would rely on adjunct faculty teaching the course. This may cause a challenge in that many times practitioners have the on-the-job experience but do not have theoretical background needed to ground the course.
31. A crowded curriculum with too few electives. We'd have to give up a course to add lone on fund raising.
32. Lack of space in a very narrow program plan
33. Lack of student interest; lack of faculty interest at my institution. However, the program where I received my PhD has, not just a course, but an entire emphasis.
34. I can't imagine having the luxury in a curriculum to give an entire course to fundraising. We can barely cover all the required courses and topics that are needed!
35. This course has just been introduced into our program and will be taught for the first time this Summer as a Special Topics course. Courses are taught a maximum of three times as a Special Topics course before going through the formal Curriculum Approval process. This provides the instructor the opportunity to pilot a new course before it goes through the final approval process; particularly if it is an elective.
36. Faculty capacity and expertise
37. There are a lot of topics to cover in MA, EdD and PhD programs and with very few exceptions the courses they need to take are set so you would have to get rid of another course to include this one. In my experience people are hesitant to get rid of pre-existing courses.
38. Incorporation of higher education as a concentration in a K-12 dominant EdD Leadership program
39. It's a "how to" course rather than a substantive or methodological course. We send them to the special education department for this very rigorous class because they are the best at it. Plus most higher ed programs do not have big research centers and as a result we are less competitive for the larger grants. / / Also these selections may vary according to student needs and professional aspirations so a broad brush is problematic

here. If they want to become a VP of student affairs then that indicator will go up, if they seek other positions then it remains a bit lower.

40. 1) Which course would it replace? 2) It would potentially compete with and duplicate such courses that exist in the counseling program (which our students are able to take if they are interested).
41. Limited number of courses to offer a lot of information. Lack of interest. Lack of high quality research on the topic.
42. I think the biggest barrier is the lack of knowledge in higher education fundraising by the current faculty. Fundraising is included as part of several courses in the curriculum and is not a stand alone course.
43. There are already a lot of other areas that we need to emphasize in the curriculum, so having a course dedicated to fundraising isn't really an option. We could potentially offer it as an elective over the summer, but we have fewer and fewer resources to offer summer classes. / / We also do not have anyone who has the expertise to teach a course dedicated to fundraising.
44. The focus of our program and design of both core courses and availability of faculty to teach such a course would be barriers.
45. Limited amount of space in the curriculum. If I add a course on fundraising, I would need to cut another required course. We could add an elective but I have to be confident the course will meet minimum enrollment numbers.
46. * the sheer number of topics which are considered "important" versus the number of courses to degree / * the lack of interest among students who already have a strong career in other areas (such as admissions) who do not want to spend precious course hours on fundraising curriculum (this is based on my experience re input from students)
47. Faculty expertise, inability to fund an adjunct to teach on a regular basis.
48. We currently have a 72-hour Ph.D., and regularly engage in conversations about how to reduce the number of hours to 64 in response to prospective students' desire for program that can be completed in less time. In this environment, it would be difficult to add any classes. A more realistic conversation would be about adding the topic to our Finance or Administration courses.
49. Our faculty is not open to curricular reform.
50. Trying to find space in an already packed curriculum
51. I think it takes a special type of person to go into fundraising. Not everyone is comfortable asking for money. So I would say that because of this, many of our students believe it just isn't for them. I also believe that our faculty and leadership don't believe that this is a priority for those going into student affairs.
52. We do not have an expert to teach such a course. It is not area that many students aspire to learn about, this is mostly on the job learning so we focus having them well-versed in the foundations of higher education instead.
53. Not so sure about barrier, but this questionnaire does not capture the most significant work we do in our program related to fundraising. Specifically, we have started a graduate certificated program devoted 100% to the topic. Several of our faculty collaborate closely with colleagues in the Phlianthropy program at the University.
54. Few people who have backgrounds to teach it / Attitude that one does not need training to do it / It is not "academic"
55.

56. We already offer such a course. Should we decide to offer another one, the primary obstacle would be the large number of existing courses. Unless we are to increase the number of required hours, we would have to remove something from the catalog, and that would be hard to do.
57. Lack of qualified faculty to teach the class.
58. There is no spot in the core curriculum for such a course, which means it would need to exist as a higher level concentration course or an elective. Our program already has more concentration and elective courses than we can offer on a regular basis given program enrollments, teaching loads, etc. Thus, a new course would make the rotation schedule even more difficult. Additionally, fundraising is not a strength of any of our faculty, and we are committed to building a program on the strengths of our faculty (under the belief that this enhances the educational experiences of our students). If anything, fundraising would have to be included as a topic in one of the leadership or org/admin courses.
59. Structure of the program is condensed. There are opportunities within current courses to emphasize fundraising.
60. Tradition, need to advance curriculum which is always hard.
61. Having adjunct faculty or current administrators with terminal degrees that could teach a course in fundraising
62. Faculty knowledge and competence in this area. Lack of room in the curriculum for a fuller treatment of this topic.
63. Lack of core faculty with an expertise on the topic; competing curricular offers
64. Few higher ed scholars study this. Some faculty view this as unseemly business which is part of academic capitalism.
65. I'm not too familiar with the literature and am not sure if the current research is relevant to our departmental focus on equity/social justice.
66. It all depends on the degree being earned. Master's students are less likely to be training for anything greater than entry-level positions, so only a general knowlege of develoment and fundraising may be sufficient. Doc students who are practitioners in development offices already know a ton about this. So, striking the right balance is key. We offer a general course in the topic (half-semster module) for those who want to know more about it. And the topic comes up in virtually all of our required courses, as well as several electives.
67. When examining all the different topics, this one would rank low, relative to others - such as employment, law, program development, and assessment.
68. Many other competing topics.
69. Faculty and students may reject or stand against a capitalist-driven course in light of the multiple issues higher education must contend with.
70. The majority of our program is taken up with research methods courses (6) and courses on foundations of education / diversity. We have more of these courses than we have of actual content courses. The faculty in these two areas are the same. The research methods / foundations faculty have completely gained political control of our department and our curricula. / / The problem with having so many research methods courses required is that our students are NOT going to become researchers. They are nearly all headed towards practitioner careers. They need enough research courses to UNDERSTAND and USE research, and also to PRODUCE it as a dissertation....but

they do not need so many research courses (6 courses = 18 credit hours), enough to constitute a minor, and more than most of our faculty had in their own doctoral programs. However, we cannot LOWER the number of credit hours or substitue for content because then the research methods faculty complain that they will not have enough to teach. So we are forcing students to take classes they don't need... instead of classes they do need....just so that the politically powerful people get to keep their jobs. Insane. / / The foundations faculty have gotten about 5 of their courses into our program. Diversity is important. Understanding the practical aspects of how to lead and mange in contexts of diversity,how to attend to the needs of diverse student populations, how to identify and ameliorate conditions that prohibit the recruitment and retention of diverse faculty and staff... these are all important. However, all of the foundations courses only ever teach one thing: anti-whiteness, anti-white privilege. They are courses with an activist, political agenda that reviews the history and oppression of particular groups (black, Asian, Hispanic, native American - different courses focus on specific groups) and the consistent message is how white people are evil and how white people screwed over whatever group is the topic of the course. Students who hail from the race/ethnic group under study usually come out of the course "enlightened' and very, very angry at the world around them. Students who are white usually do very, very poorly in the courses (Cs and Ds) because no white students can ever be sufficiently sorry or sufficiently enlightened to pass the class successfully. They feel threatened, alienated, harassed. The foundations faculty have said it is their mission to "educate the whiteness out of students; to take them to the edge of the cliff and then kick them off". Personally, I think it is appalling. Professionally, I do not think it belongs as a dominant piece of our curriculum...displacing other courses that I think matter more to the profession, as you have named above. / / However...perhaps I am wrong. When I look at the conference programs for ASHE and AERA-J, they are increasingly full of racially hostile, racially activist/political courses such as the aforementioned, and they are less and less and less focused on the topics you named (unless, of course, it has to do with the leadership/management career paths of or experiences/strategies of groups identified by race or gender). / / Personally, I think that students who want careers in higher education administration should not take a degree in higher education administration. I would suggest they get an MBA and do doctoral work in organizational psychology, taking elective courses in higher ed. Look at the career paths of people in leadership in higher ed. It is possible to rise with a graduate degree from any background, as much of the professional knowledge is learned on the job..... we sure as heck aren't teaching it in higher ed programs.

71. I'm unsure that fundraising on its own has enough breadth for inclusion in the curriculum as a course on its own. However, I can see it fitting into a course on leadership, governance, and administration, and the major barrier is faculty familiarity with the literature on the topic.
72. Not many possess the expertise to teach it