ROLE EXPANSION IN STUDENT AFFAIRS:
STUDENT AFFAIRS OFFICERS AND FUNDRAISING
IN SELECTED MIDWESTERN LIBERAL ARTS COLLEGES

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
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Graduate School of The Ohio State University

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The Ohio State University
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Laurine E. Fitzgerald
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1991
DEDICATION

In memory of my mother
Mary Margaret Strode Kroll

and to my parents
George L. Kroll and
Alda Cliff Kroll
ACKNOWLEDGEMENTS

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Finally, I would like to thank the Presidents, Deans and Development Officers of the ACM and GLCA institutions, and all others who took time out of their busy lives to help insure the completion of this project. THANK YOU ALL!
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CHAPTER I
INTRODUCTION AND STATEMENT OF THE PROBLEM

INTRODUCTION

In the spring of 1989, the American Council on Education (ACE) surveyed the senior administrators at over 450 colleges and universities across the United States to discover what they thought the challenges were for higher education, and to find out the current problems on their campuses. Among administrators who responded, 39% indicated that maintaining adequate finances was a concern, while 21% felt that fundraising posed a challenge for the next five years (The Chronicle of Higher Education, Almanac Issue, September 6, 1989. Pg. 24) Currently, there is a clear concern over whether there will be adequate financial support for higher education in the coming years, and The Chronicle of Higher Education (Almanac Report, 1989) predicts that there will be lean years ahead.

Education has already seen serious cutbacks in federal funding over the past several years. Concern over the budget deficit, the high rate of default on student loans and a reluctance to increase taxes indicate that further cutbacks are likely. The situation is exacerbated by the increasing costs of higher education. Colleges and universities must 1.
maintain physical plants, attract high quality faculty and
develop new programs in order to attract students, and it is
unclear at this point who will pay the tab.

Throughout its history, the profession of student affairs
has adapted to the changing face of higher education in the
United States. From substitute parent, to disciplinarian, to
educator, student affairs professionals have adapted to the
changing needs of the students with whom they interact. Much
has been written about the changing role of student affairs.
Some of this change has come about because of increasing
constraints placed upon the institution by the environment,
such as decreasing resources and declining enrollments.

Given the environment in which colleges and universities
find themselves in the 1990's, the profession will be called
upon to change again in order to adapt to the changing face
of higher education. While there have been many changes, this
study investigates how the role of student affairs has changed
in one area, that of the involvement of student affairs in
institutional development; specifically, fundraising
activities. The primary goal was to identify and to describe
student affairs officers' role in this area.

Traditionally, student services has fulfilled the role
of custodian, disciplinarian and educator. Student personnel
administration began in the late 1800s at Harvard University
and the University of Chicago. (Cowley (1940); Blackburn
(1969); Appleton, Briggs & Rhatigan (1978)) After moving away
from the "in loco parentis" (custodial) role during the early years of the profession, student affairs staff were called upon to deal with the student unrest which surfaced in the 1960s. The role of disciplinarian eventually provided an opportunity for student services to take on the role of educator in providing programs and services which complemented the academic program.

As the profession grew, student affairs staff took on many of the roles that the faculty previously had with regard to the emotional and moral development of students. Faculty became less and less involved with counselling, career planning, student activities and student governance. Meanwhile, student affairs staff eagerly stepped in to provide these services to students.

As a result, student services steadily developed as a profession, with a body of knowledge and approved training programs to bring young professionals into the field. Within this body of knowledge, graduates of a Master's degree program in higher education or student personnel work are expected to have some exposure to counseling methods, organizational theory, educational programming skills and an understanding of the various components of student services. Most typically, the role of student affairs staff has concerned interpreting and identifying the needs of students and providing programs and support services to meet those needs.

Increasingly, there is evidence that student affairs
officers are expanding their role across institutions and are finding themselves involved in ensuring institutional survival (Sandeen, Garland, Shay). Student affairs officers are now involved in fundraising, improving retention, alumni relations and in acquiring the resources needed to fund their own programs. From representing the institution at an alumni function to making calls for the annual fund phonathon, student affairs officers are participating more and more in activities normally associated with the advancement division of the university.

Depending on one's perspective, this involvement can present a burden or an opportunity for student affairs. It will be a burden if professionals in the field see it as forcing them to move away from the traditional focus on students. Expanding the activities of the student affairs professional may, however, provide the profession with a way to strengthen its position on individual campuses as well as in higher education in general.
SIGNIFICANCE OF THE STUDY

According to Cameron and Bilimoria, "Institutions must be concerned with financial viability and the acquisition of resources" (Cameron and Bilimoria, 1985, pg.108). Fundraising has become an important component of higher education. At large schools and small, public and private, professional fundraisers have been employed to solicit individuals, corporations and foundations. The monies brought in ensure that strong faculty can be courted and kept; programs developed and maintained; and buildings and grounds kept attractive and in good repair.

Institutional advancement, a term used to define the division of the university responsible for fundraising, alumni records and relations and public relations, has emerged as a profession only recently. Often, the president's role is associated with that of institutional advancement.

But it is clear that as colleges and universities have become more dependent upon funds generated by advancement professionals, other constituencies within the institution have become involved with advancement activities. Garland notes, "Increasingly, all parts of the institution are becoming involved in institutional development activities, particularly at small private institutions. Of particular interest to student affairs organizations are efforts to involve student affairs professionals and student volunteers in annual giving and capital campaign efforts." (Garland,
Further research has noted the changes institutions have made in an attempt to adapt to the constraints in the environment. Those in student affairs have warned practitioners to expand their outlook and to focus their energies on their institutions as well as their students.

Birch wrote, "Tomorrow's good [student affairs] professional will understand where student affairs will be helpful and where it can fit in -- where it must give and where it must take -- all in the best interest of the institution. Students are best served when we can best serve the institution" (Birch, 1984 p.).

In addition, some have warned that student affairs must change if it wishes to continue to flourish. For example, Garland suggested that, "In the future, if it is to remain vital, the student personnel field must contribute to the institution as a whole and not solely to student development." (Garland, 1985 pp. 7-8)

Not only does the future of student affairs lie in its ability to contribute to the institution, but the survival of many of the programming needs traditionally served may depend on the ability of student affairs administrators to generate funds. Sandeen predicts, "The most successful administrators in future years may be those who are skillful in securing financial support." (p.25)

Silverman also pointed to the increasing need for
resources as an opportunity for student affairs: "Truly, student personnel workers have the opportunity to be central figures for campus improvement in an era when resources must be perceived as newly combined rather than as new." (Silverman, 1980)

It is important to realize that the notion that student affairs can serve the institution as well as the student is not new. In 1971, Silverman introduced the notion of "integrator" as a new role for student affairs. The concept is based on an understanding of the roles student affairs officers play with regard to the three major constituencies within the university - students, faculty and administration.

Student affairs staff have traditionally moved in and out of these constituencies. Their importance to the university is a result of their ability to understand and negotiate between the sometimes conflicting perceptions and values of these groups. They can help to integrate the values of these groups and help the university community to develop a cohesive sense of mission and purpose.

Student affairs professionals can use their familiarity with the various constituencies on campus and their skills and expertise in negotiating between them to effectively represent the institution's best interests to outside groups. Because they speak the language of administrators, faculty and students, they can effectively respond to questions and concerns of alumni, corporations and the community.
There is evidence that student affairs officers have become involved with fundraising activities. (Sandeen, Garland, Shay) In addition, a baseline survey conducted by this researcher indicated that in 17 of 25 small private institutions surveyed student affairs officers were involved in fundraising activities to some degree. However, there has been no formal study of the extent of that involvement; the level of involvement; how this has had an impact on the individuals affected and what implications this has for the profession. This study investigated the changing role of student affairs in this area.
DEFINITION OF TERMS

Associated Colleges of the Midwest - (ACM) A consortium of thirteen small, selective, private liberal arts colleges in the midwest. A list of these institutions is provided in the Appendix.

Chief Student Affairs Officer - (CSAO) Usually the Dean of Students or the Vice President for Student Affairs.

Great Lakes College Association - (GLCA) A consortium of twelve small, selective, private liberal arts colleges in the midwest. A list of these institutions is provided in the Appendix.

Development - A term used interchangeably with fundraising or fundraisers. Fundraising activities are usually conducted by the Development office.
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<th>Institutional Advancement</th>
<th>The division of the college or university traditionally associated with fundraising, alumni affairs and public relations.</th>
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<td>Student Affairs</td>
<td>Referred to as student personnel work, student affairs and student services, among others. The division of the institution which is concerned with student needs which fall outside of the classroom experience. For example, student unions, orientation programs, admissions, financial aid, greek living groups and residence halls, counseling, career planning and placement, disciplinary and judicial actions and programming for special needs or interest groups.</td>
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STATEMENT OF THE PROBLEM

This study examined the role chief student affairs officers (Vice Presidents and Deans) play in fundraising activities. There is some evidence that at small, private institutions student affairs staff are involved with institutional advancement to a greater degree than are student affairs officers at large institutions (Garland, 1985). Smaller institutions have fewer resources, less staff and are less likely to have a tightly centralized fundraising division than their larger counterparts.

Because the lines between the institutional segments or divisions are often less tightly drawn, it would seem that student affairs officers have a greater opportunity at small, private institutions to become involved in institutional activities which fall outside of their traditional roles. This study focused on small, private institutions in order to discover how widespread student affairs officers’ involvement in fundraising is as well as identify any trends which may exist with regard to types of activities, frequency, etc.

The purpose of this examination was to discover the kinds of fundraising activities in which student affairs officers were involved, attitudes about their changing role, and implications such changes and involvement may have for the future of student personnel work. In addition, this examination focused on the perceptions of development officers and presidents in order to discover the ways, if any, that the
role expectations of student affairs staff have changed.

Finally, a comparison of the findings was made for individual campuses, to discover if there was agreement about the role of student affairs on each particular campus. Results were also compared within consortia and overall, to discover if trends exist according to type of institution.

The study, then, investigated the role of student affairs officers in advancement activities from two perspectives: 1) that of the student affairs officers; and 2) from that of development officers and presidents. The study was guided by the following questions:

1. To what extent are chief student affairs officers involved with fundraising activities at their institutions?

2. What kinds of activities are student affairs officers involved in?

3. How has their participation in fundraising activities evolved? Who initiated this expanded involvement?

4. What role do development officers and presidents believe student affairs officers can play in fundraising?

5. Do the participants anticipate that fundraising activities will make the student affairs division more valuable to the institution?
6. How do student affairs officers view their participation in fundraising? What impact has it had on their traditional role?

7. What impact will this expansion of role have on student affairs in the future?
CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

There has been little written about fundraising in higher education and the link between student affairs and fundraising has not been explored in the literature. However, there have been theories advanced which may pertain to the focus of this study. Therefore, this chapter highlights some of the related literature which may be pertinent.

This review covers literature from two different areas. The first deals with the history of student affairs and that of institutional advancement, specifically fundraising, in higher education. An understanding of how these divisions in higher education emerged, and the values which shaped them, is critical to understanding how they may be linked today.

The next section explores some of the organizational literature which may offer an explanation for the occurrence of student affairs professionals taking on fundraising responsibilities. The first concept, that of power and centrality, highlights the similarities and differences student affairs and fundraising share as peripheral units
within the university.

The section on the concept of "office" investigates some of the role behaviors and activities which result from occupying a particular place in higher educational organizations. It offers some insights about how particular behaviors can occur in more than one area of the organization; and links some of the role behaviors of student affairs and fundraising, or development.

Finally, the concept of boundary spanning is examined. Using this view of organizational behavior allows the observer an opportunity to further study the roles that certain individuals play in an organization, and to see how this concept applies to fundraising and student affairs.

THE HISTORY OF STUDENT AFFAIRS

The student personnel function has been performed since colleges and universities were founded in this country: "The early American college did not doubt its responsibility to educate the whole person -- body, mind, and spirit; head, heart and hands" (Boyer, 1987, p.177). Initially, the president had primary responsibility for the moral education and development of students. Faculty were expected to uphold the values of the institution and to be both role models and to keep tabs on the conduct of the students. Student life was strictly controlled.

As the attendance at colleges and universities grew, and
the administration of them became more complex, the president passed some of the responsibilities for discipline and moral education to staff members. The field of college administration was born, initially, with the appointment of a college registrar to oversee the administration of college records and to have some responsibility for student conduct.

As "scholarship among the professorate took precedence over piety," (Boyer, 1987, p.179) the gap between the classroom experience and the experience outside the classroom broadened. Faculty became less and less involved with the moral lives of their students. Still, there was concern over the time students spent away from the classroom.

College Student Personnel Administration, more recently called student personnel, student development or student affairs, began in the late nineteenth century when LeBaron Russell Briggs was appointed Dean at Harvard in 1891 and Alice Freeman Palmer was appointed Dean of Women at the University of Chicago in 1892. "These appointments represented institutional concern for the nonclassroom environment and activities of students" (Owens, 1982) for the first time in the history of American higher education.

Early in the twentieth century, American colleges and universities began to move away from the Germanic tradition and to focus on the welfare and well-being of the individual student as well as their academic development. From the onset, student affairs administrators were concerned with
individual students on their campuses and tailored their duties to meet the needs of these students. Rhatigan remarks, "The field [of student affairs] developed from the campus up, not from the theory down." (Rhatigan, 1975) As a result, student affairs functions have changed significantly as the needs and concerns of the student population have changed.

The real growth in student personnel administration, however, occurred in the 1950s and 1960s when a number of factors contributed to an increased concern about the lives of students on campus. When World War II veterans returned to colleges and universities in the 1950s as a result of the G.I. bill, administrators had to find ways of dealing with this nontraditional type of student and helping them to adapt to college life.

In addition, the Civil Rights Act of 1964 and the desegregation that followed resulted in new goals for higher education. Deans of Students responded by developing programs to meet the needs of racially and culturally different students. Higher education became more accessible to all segments of American society, and the resulting increase in enrollment sparked a period of building new residence halls and student centers. Increased funding went to student personnel, which was expected to create programs to go along with the bricks and mortar. And so, "... personnel services surfaced to give attention to the students' problems of self-support, career identification, health and personal problems,
academic guidance and orientation within the university" (Beauchamp, 1983 p. 323).

In the late 1960s and early 1970s student affairs professionals were again called upon by their institutions to help deal with the student unrest found on many campuses. As the unrest over the Viet Nam war and civil rights died down, student affairs professionals turned toward programming which addressed many of the issues students face on today's campus, such as drug and alcohol education (the Bacchus programs for example), AIDS education programs, programs addressing sexual harassment and assault, gay rights and others.

As higher education in this country became available to greater numbers of individuals, the field grew to respond to needs which fell outside of the curricular matters which were the domain of the faculty. Because the profession has traditionally focused on the nonclassroom experience of students, however, it has been and remains outside of the central mission of the institution. Appleton writes, "We began by serving the needs that had been pushed to the periphery, and some will argue that the field has remained there ever since. Our existence was predicated upon being out of the mainstream; how to become (or whether to become) a part of the mainstream is our continuing dilemma" (Appleton, 1982 p. 21).

It is this dilemma which may have played a part in student affairs officers' becoming involved in fundraising.
Student services is what organizational theorists call a peripheral unit, and that has a direct effect on the power and prestige student affairs enjoys on a particular campus. Development, or fundraising is also a peripheral unit, but one which is in a very different position on campus. The concept of power and centrality will be discussed later in this chapter.

INSTITUTIONAL ADVANCEMENT

"In 1641, the General Court of Massachusetts entreated their respective churches to release Hugh Peter of Salem, Thomas Weld of Roxbury and William Hibbens of Boston to go to England to raise money for the colony and for the college (Harvard)" (Ramsey, 1974, pg.2). College fundraising had been born in the United States.

While the gentlemen sent abroad did not fare too well, the efforts on the part of the statesmen of Massachusetts marked the beginning of institutional advancement, a concerted attempt to promote an institution in hopes of gaining financial support, public recognition and volunteer involvement. In the early years of institutional fundraising, sporadic attempts were made to garner financial support.

In 1869, Bowdoin College in Maine became the first American college to attempt to institute an annual giving program. Bowdoin's annual fund drive secured about $15,000 before it died out in the late 1870s. Yale now holds the
record for the oldest continuous annual fund program in the world. By 1923, there were six colleges with active annual funds, six with dormant ones and nine colleges were planning to start annual fund programs.

It was after this time that colleges and universities began to develop professional fundraisers to manage institutional giving. Traditionally, fundraising had come under the management of the alumni office. But, as the need for funding became more apparent, professional fundraisers became permanent fixtures at colleges and universities around the country.

The inflation caused by World War I forced colleges and universities into capital campaigns. In the early 1950s, the capital campaign at colleges resurged, and much larger goals were sought. In 1958, the University of Chicago raised $31.2 million. Since then, the goals sought by colleges and universities have gotten even larger. Currently, Sanford University is involved in the largest capital campaign in history. It is hoping to raise $1 billion by the end of the campaign.

Today, fundraisers at colleges and universities perform a plethora of tasks. Several specialties have developed within the field: grant writers, prospect researchers, planned giving officers, major gift officers and annual fund staff. A capital campaign involves even more specific skills, such as advancement officers whose specialty is real estate
transactions.

As the need for funds increases, the development unit at a college or university has become more prominent on campus. Faculty and other staff members are quick to acknowledge the fundraising efforts of the development office. As an administrator told this researcher, "I don't begrudge the development staff their new office and computer support. I know where my 8% raise came from last year."

As previously discussed, since development officers do not teach or do research, they can be characterized as a peripheral unit within the university. However, fundraising has become an increasingly important function in modern higher education. The next section of this study examines how this peripheral unit differs from student affairs.

POWER AND CENTRALITY

The peripheral nature of both student affairs and development has been noted earlier in this chapter. Hackman (1985), McConnell (1970), and others have discussed the issues involved with power and centrality in the university. Both the student affairs division and the development office are peripheral units. That is, they are not directly involved with the central teaching and research missions of the institution.

When there is an abundance of resources, peripheral and core units both are able to grow and expand. During the 1960s
and early 1970s, for example, there was enough money to provide staff support, facilities and programs for student services. But when a university moves into retrenchment, peripheral units find themselves in competition with core units for resources. During hard times, peripheral units are often targeted for budget cuts. Because they are not perceived as central to the mission of the institution, they suffer from diminished prestige and resources.

Hackman's research indicates that when resources are scarce, peripheral units who contribute to the institution survive the best. For example, peripheral units such as athletics or fundraising, which brought revenue into the institution did not suffer a decline in budget or prestige when institutional resources were scarce. Conversely, academic (core) units, such as the sciences or humanities, were most likely to maintain current levels of funding when members brought distinction to their individual departments through research and scholarship.

Student personnel work is a peripheral unit which is finding it difficult to maintain its power and authority in the face of current budget constraints. Currently, there is little unrest among the students at colleges and universities; enrollment is decreasing; and the greatest concern in higher education is how to pay for increasing costs (The Chronicle of Higher Education, 1989).

A recent report by the Carnegie Foundation for the
Advancement of teaching (1990) indicated that in a 1989 survey of Chief Student Affairs Officers conducted by the National Association of Student Personnel Administrators, 33% of all institutions reported little or no change in the student affairs budget, and 13% reported budget cuts or reversions (Table B-3). Student affairs is a unit which is not currently perceived as being "central" to the mission of the institution. For example, it does not contribute to the institution in a clear way as does the athletic department or the development office. As a result, there are fewer dollars available for staffing and programming.

Professional fundraising is a relatively new profession, but the increased need for outside funding created the conditions for the profession to emerge. The primary role of the development staff is to identify prospective donors and to solicit individuals, corporations and foundations for financial support.

By acquiring resources for their universities, development staff help their institutions survive the financial constraints many are facing. Thus, development is a peripheral unit which has become central to the institution. The power and prestige of this division goes up as the need for resources increases. All over the country, colleges and universities (even some high schools) are hiring new development officers. And you can be sure that the computer needs of the fundraising office are a high priority at most
institutions.

If student affairs officers have become involved in fundraising activities, could this make student services more central to the mission of the institution? Regardless of intent, involvement in fundraising activities may offer student affairs officers the opportunity to contribute more centrally to the institution, thus becoming more valuable to it.

If such activities make student affairs more central to the institution, this involvement may help student services survive the coming years of increasing constraints on resources. Besides creating some of their own funding for important programs, student affairs can solidify their position on campus. If student affairs officers can be perceived as "team players", as contributing to the health and welfare of their institutions—--they may ensure the survival of the programming, counselling and student activities offered by their divisions.

Preliminary indicators (Garland, 1985; Sandeen, 1988; Shay, 1984) are that student affairs officers have become more involved with fundraising. The little information available about this new trend has focused primarily on chief student affairs officers. However, there are some indications that the profession has begun to expand its focus, particularly in graduate preparatory programs. For example, Indiana University offers a graduate program through their Center for
Philanthropy. Other graduate programs in higher education administration or student personnel work throughout the country either offer courses on advancement or are considering doing so.

Why and how has this link between student affairs and institutional advancement developed? Student affairs officers have always been active in some components of advancement, such as alumni affairs. It has been common for the Dean of Students to make presentations for alumni groups and to lend support for such events as alumni weekend or homecoming.

The link between student affairs and fundraising has not been strong, but appears to be strengthening. One way to examine how this relationship has developed is to utilize the organizational theories which relate to role and role behaviors.

THE CONCEPT OF "OFFICE"

Katz and Kahn described the organization as a system of roles or role behaviors. Within an organization, then, a variety of roles exist: "The set of interdependent behaviors comprise a social system or subsystem, a stable collective pattern in which people play their parts" (Katz & Kahn, 1978 p. 189).

These subsystems comprise the various constituencies of an organization. Faculty, administrative staff, buildings and grounds staff and students are examples of some of the subsystems found within a college or university. Within each
of these systems, members share a common set of goals, expectations and behaviors.

Professionals in the Dean of Students Office, for example, can be expected to share similar attitudes about the importance of drug and alcohol programming, the need for adequate counselling and career guidance programs, etc. In addition, there will be agreement on the standards and minimum qualifications for individuals wishing to become part of that division.

Further, individuals interact with others within the organization in a specified way that has been defined by their role. Their role takes up a particular space in the organization that is defined by the activities associated with them. Katz and Kahn call this concept "office": "Office is essentially a relational concept, defining each position in terms of its relationship to others and to the system as a whole. Associated with each office is a set of activities or expected behaviors. These activities constitute the role to be performed, at least approximately, by the person who occupies that office" (Pg. 188).

This is how a division divides tasks and responsibilities among its members. The Dean of Students, for example, is expected to control and coordinate the activities of his/her area. The Dean also has budgetary responsibility and serves as the liaison between the student affairs division and the rest of the institution.
However, the Dean may not have direct responsibility for the implementation of the programs within his/her division. These responsibilities are divided among the rest of the Dean's staff. In a small liberal arts college, for example, the Associate Dean, may be responsible for the staffing, programming and administration of the residence hall program; the Assistant Dean may be responsible for new student orientation; and so on.

How staff members relate to each other is a result of the activities and behaviors included in their office. The Associate and Assistant Deans will probably report directly to the Dean of Students. Area Coordinators, residence hall staff, orientation staff and others will report to the Associate or the Assistant. "Each office in an organization," write Katz and Kahn, "is directly related to certain others, less directly to still others, and only remotely related to some offices in the organization. The closeness of such relationships is defined by the work flow and technology of the organization, and by the lines of authority" (p. 188).

Student affairs, then, may have a closer link with the financial aid office than with the purchasing department because student affairs and financial aid share similar values and concerns with regard to helping students. In addition, these two offices share many of the same activities, such as working with students and parents, responding to concerns and questions and explaining policy.
The link between student affairs and institutional advancement may also be stronger than other intra-office linkages within the institution because they, too, have similar missions. The activities of both offices are, to a large degree, focused on interpreting and meeting the needs that are presented to the organization by external sources.

In the case of student affairs, the external sources are the issues that affect the lives of students (career planning, alcohol and drug education, gay and lesbian concerns, etc.). How the institution responds to these issues has an impact on student enrollment and retention.

The external issues facing institutional advancement include rising educational costs, fewer sources for grant and corporate support and less federal and state funding. These, too, have an impact on enrollment and retention. The two divisions even overlap in some areas. Student affairs usually includes the financial aid division. As aid monies become scarcer, the development office attempts to raise funds from other sources to cover rising costs.

Katz and Kahn describe certain subsystems whose purpose is to help the organization adapt to the external environment: "External changes in taste, in cultural norms and values, in competitive organizations, in economic and political power - all these and many others reach the organization as demands for internal change....In most formal organizations there arise, therefore, structures that are specifically concerned
with sensing relevant changes in the outside world and translating the meaning of those changes for the organization" (pp. 54-55).

Sometimes, two or more subsystems share some common goals and behaviors. In colleges and universities today, it seems that student affairs officers are becoming increasingly more involved with role behaviors normally associated with institutional advancement staff. A reason for this may be that both divisions share some of the same orientations about the external world and responsibilities toward the institution.

BOUNDARY SPANNING

It is true today more than ever that colleges and universities are dependent upon the external environment for survival and prosperity. As in other organizations, colleges and universities must have in place some mechanisms for monitoring the environment and for helping the organization interact with it.

Organizational theory defines these mechanisms as organizational boundary roles; "people occupying special roles located in unique units ... perform[ing] boundary spanning and maintaining functions on behalf of their organizations" (Miles, 1980 p.316).

Miles defines an organizational boundary as a "region in which elements of organizations and their environments come
together and [in] which activities are performed of such a
nature as to more effectively relate the organizations to the
outside world" (pg. 317). Persons occupying organizational
boundary roles have an institutional-adaptive function rather
than a technical or managerial one.

In higher education, for example, the technical role is
performed by the faculty. Some of the staff, such as payroll
clerks, food service workers and others perform technical
roles also, although each of the roles differ greatly from
each other. Some faculty and staff also perform managerial
roles. Academic deans, provosts and departmental chairpersons
play a managerial role in the academic arena, while the
President, the Vice President for Business Affairs, and
comptroller are managers in a different arena.

Individuals performing boundary roles are neither
technicians nor managers. Student affairs and institutional
advancement have a institutional-adaptive function. Both deal
with the environment. They interpret the perceptions and
expectations of external groups and help the organization
adapt to meet the changing demands of the environment. They
are what Miles would term "boundary spanners".

Boundary spanners are required to:

1) Represent the organization to its external
   constituencies;
2) Scan and monitor the environmental events that are
   potentially relevant to the organization;
3) Protect the organization from external threats;
4) Process information and engage in gatekeeping
   activities;
5) Transact with other organizations for the
acquisition of inputs and the disposal of outputs; and

6) Link and coordinate activities between organizations. (p. 320)

Fundraisers attempt to garner the financial resources needed by the institution in order to protect it from financial constraints. The development office scans the environment to discover potential donors, acts on the behalf of the college or university when seeking funds from alumni or corporations, and coordinates the process of acquiring financial resources.

The public relations office, another part of the advancement division, coordinates the dissemination of information about the institution to external sources and processes incoming information and requests.

Student affairs officers interpret changes in the environment for the organization. They help the institution meet the changing expectations of students, parents and other groups outside the organization. They are expected to be aware of the changing profile of incoming students and alert the institution so that it can adapt to these changes. For instance, issues such as AIDS, drug and alcohol abuse, and increased focus on careers are addressed through the programming offered by student affairs. In these and other ways, student affairs divisions interpret environmental changes and help the organization make the necessary adaptation.
Both institutional advancement and student affairs divisions are primarily responsible for interpreting changes in the external world and helping the institution make the necessary internal changes to successfully survive. It is, perhaps, this commonality in role which has allowed role behaviors to be shared by both divisions. Perhaps too, the development of institutional advancement as a curricular component in many student personnel graduate programs is a result of the recognition of common goals and orientations.

To focus on the movement of student affairs into roles traditionally held by institutional advancement professionals, one must focus on the distinctive behaviors which are shared by both. "The basic criterion for studying role behavior is to identify, [to] locate the recurring events that fit together in converting some input into an output. This can be done by ascertaining the role expectations of a given set of related offices, since expectations are main elements in maintaining the role system and inducing the required role behavior" (Katz & Kahn, p. 189).

What, if any, are the expectations for student affairs officers' involvement with advancement activities? How have these expectations evolved? While it appears that student affairs professionals are beginning to take on advancement roles as a matter of course, there has not been an investigation of how this phenomenon has occurred and whose expectations have modified the traditional role behaviors of
student affairs staff.

Several authors have discussed how student affairs officers can help contribute to the advancement efforts of the institution. Shay writes that student affairs staff can play a vital role by identifying students who can help with fundraising and public relations (p. 57). Garland also finds that some student affairs professionals are taking the lead in achieving institutional goals by integrating professional and organizational goals. As an example, he cites "the parents' association at Pennsylvania State University [which] was initiated to enhance parents' involvement in student development as well as to develop fundraising strategies for the group" (p. 7).

As the role of student affairs has expanded, professionals have become more involved with a variety of activities that fall outside of their traditional role of student development. According to Garland, "The involvement of student affairs staff in the attraction of gifts and the management of endowment funds is growing. Efforts to increase these funds is an institutional response in which student affairs staff are increasingly involved" (p. 53).

Four constructs have been identified as possible explanations for the expansion of student affairs roles into institutional advancement. First, the history of student affairs shows an expansion into different areas as the needs of students have changed. There is also some research that
indicates that the changing needs of the institution may result in a change of role for student affairs officers.

The concept of centrality is one which may be applied to student affairs. As previously defined, institutional advancement and student affairs are both peripheral units within a college or university. Yet, advancement is a peripheral unit which enjoys more prominence and prestige than does student affairs. Could involvement in fundraising raise the value of student affairs on a particular campus?

The concepts of office and of boundary spanning show ways in which student affairs and institutional advancement may be linked: by having similar missions and orientations toward the external world; by adapting to the environment; by having similar role behaviors; and by interpreting changes in the environment for the organization. These constructs may offer an explanation for why student affairs officers are becoming involved in fundraising.

There has not been a study to discover the extent to which student affairs professionals have become involved with fundraising. Nor has there an been an attempt previously to discover why student affairs has begun to take on roles normally associated with the development office. If, indeed, student affairs staff have become "increasingly involved" in institutional advancement, the implications should now be examined.
CHAPTER III

METHODOLOGY

INTRODUCTION

This chapter focuses on the methodological considerations of the study. A discussion of why the naturalist inquiry paradigm is most appropriate for this study as well as an overview of qualitative research methods is provided. The design of the study is described, and the sample, data collection techniques and data analysis are explained. Some of the logistical difficulties of the research are discussed. The chapter also touches on the issues of credibility and trustworthiness.

THE NATURALISTIC METHOD OF INQUIRY

The naturalistic or interpretive paradigm differs from the scientific in that it views phenomena as consisting of multiple layers of reality that are interrelated but where each layer is as true as the next. In seeking out the patterns of truth or reality that exist, a researcher hopes to achieve verstehen, or understanding of the phenomena under study. Unlike the scientific paradigm, a researcher does not expect to find one truth, nor does (s)he want to use the data to predict or control. Rather, the researcher hopes to gain
a better understanding of the phenomena and to provide a well rounded, rich description and explanation of it. (Guba & Lincoln, 1981; Miles & Huberman, 1984; Lincoln & Guba, 1985)

Lincoln and Guba (1985) describe the axioms of the naturalistic paradigm and contrast them with those held by the scientific paradigm. How these axioms: multiple realities; the interaction of knower and known; generalization; causal linkages and the role of values in inquiry (p. 37-38) relate to the questions under study is described below.

Multiple Realities

As already discussed, the naturalistic paradigm takes the view that phenomena are comprised of multiple realities which must be studied holistically in order for true understanding, or verstehen, to occur(Lincoln & Guba, 1985, p. 37). Rather than prediction and control, the aim of interpretive inquiry is to provide descriptions and explanations for human behavior.

The questions raised in this study are about the involvement of student affairs professionals in fundraising; the purpose is to offer a description and an explanation of the current trends in small private liberal arts colleges. From this understanding, some conjecture may be made about how this impacts on student affairs and offer some of the ramifications these activities may have.
Interaction of Knower and Known

The naturalistic paradigm acknowledges the influence the researcher has on his/her subject of inquiry. It holds that the inquirer and the object of inquiry are inseparable. In this study, for example, the paradigm accepts that the researcher will interact with those studied and that it is senseless to pretend that such interaction will not exist; or that such interaction will invalidate the research.

In the case of interviews, for example, it is expected that the investigator will learn something from earlier interviews that can be verified in later interviews, the result of which is that "successive stages of the inquiry become more pointed and more sophisticated" (Guba & Lincoln, 1981, p.60). The notion of "successive learning" assumes that the researcher will grow in understanding as the interviews progress, and later interviews will reflect that greater understanding. One will see how earlier phases of this inquiry affected later phases when the method of the study is described more fully later in this chapter.

Generalizeability

With regard to generalizeability, rather than seeking to develop a body of knowledge that is context free, the naturalistic paradigm holds that "it is virtually impossible to imagine any human behavior that is not heavily mediated by the context in which it occurs" (Guba & Lincoln, 1981, p.62).
To gather information about human behavior which will be useful, the researcher must take into account the context in which the behavior occurs.

The focus of this investigation is on student affairs and development officers at small, private liberal arts colleges in the midwest. The consortiums were chosen because they are similar in values, location, size and mission. Evidence already cited in earlier chapters indicates that because of the context of this type of institution, student affairs officers are more likely to be involved in fundraising.

The data gathered and the conclusions drawn in this study may apply to other small colleges not included in the sample. However, the "working hypotheses" that emerge from this investigation may not transfer to another context such as large, public institutions. Nonetheless, they may be useful in providing a framework in order to investigate the same issues at larger colleges and universities.

Causality

The naturalistic paradigm's view on causality differs from the scientific in that it does not hold that every action is a result of one that proceeds or occurs simultaneously with it. Rather, the interpretive view is that it is impossible to distinguish between causes and effects because "all entities are in a state of mutual simultaneous shaping" (Lincoln and Guba, 1985, p.38).
The constant interactions between the particular constituencies on a given campus, an institution and its alumni, the town in which it's located, financial constraints in the external world, etc., make it impossible to determine causality in this study. The focus of interpretive research is to describe and explain in an effort to further greater understanding. In this inquiry, it is believed that understanding why student affairs officers have become involved in fundraising on their campuses may shed some light on the ramifications of this and generate further issues for discussion.

The Role of Values

In contrast to the scientific, or positivist paradigm, the naturalistic paradigm makes no claim to be value free. Interpretive research is influenced by the values of the researcher; by the paradigms chosen to guide the research; by the substantive theory which the researcher uses to frame the study; and by the values which are inherent in the research context.

The concepts of power and centrality, role behaviors and office, and boundary spanning were explored by the researcher and offered as possible explanations for the phenomena under study. These reflect the author's belief that student affairs officers' participation in fundraising results from a similarity in function and values between development and
student services, and that the organizational configuration of small liberal arts colleges causes these two divisions to be more closely linked than others.

RESPONSIVE EVALUATION

The purpose of this study was to examine the expansion of the role of student affairs into fundraising and to describe how this has occurred. It attempted to discover how widespread this phenomenon is, what impact this has had on student personnel work and whether fundraising activities have made student affairs more valuable to their institutions. The study focused on role expectations for student affairs officers, both from within their own subsystem and from those of the president and development officers. Finally, the study attempted to explain how this has occurred on these campuses, and to see what commonalities and differences existed across the consortia. It was the intent of the researcher to gather information that would be useful to both student affairs and development professionals, but particularly to those in the field of student affairs.

The responsive evaluation method, as described by Guba and Lincoln, (1981) best suited the needs of this research for a variety of reasons. "Responsive evaluation is an emergent form of evaluation that takes as its organizer the concerns and issues of stakeholding audiences" (Guba and Lincoln, 1981, p. 23). The issues that prompted this study are those which
have been raised by student affairs professionals such as Garland, Shay, Silverman, and others. However, no formal study had been conducted to determine the extent to which chief student affairs officers are involved in fundraising, nor had any explanations been offered as to why this phenomenon has occurred. This study was conducted in response to the issues raised; it reflects the concerns voiced by those in the profession.

The term "responsive evaluation" was first used by R.E. Stake in 1975. "I prefer to think of ways that evaluation can perform a service and be useful to specific persons...The evaluator should have a good sense of whom he is working for and their concerns" (Stake, 1975, p. 13). Stake suggested that research can serve many purposes--it can, for example "document events, aid in decision making, seek out understanding and facilitate remediation" (Guba & Lincoln, 1981, p. 25) and which purpose is served should be determined by "the needs of different audiences" (Stake, 1975, p. 15). Initially, Stake developed his research method to evaluate educational programs. However, Guba and Lincoln expanded his model and showed how it could be applied to other questions and issues in education.

We can begin to see how well the naturalistic paradigm fits the questions raised in this study. The researcher is not seeking to predict or control student affairs officers' involvement in fundraising; nor does this author wish merely
to describe current levels of involvement. Rather, the researcher is hoping to develop a greater understanding of this phenomena, taking into account the context in which it occurs, the values of the individuals involved and the many circumstances which give rise to its occurrence. By growing in understanding, the researcher hopes to be able to provide a multi-faceted explanation which can be used to explore the ramifications of this shift in duties and offer further issues for research.

Stake described the responsive approach as one which "trades off some measurement precision in order to increase the usefulness of the findings to persons in and around the program" (1971, p.14). Guba and Lincoln believe that qualitative techniques are the most appropriate to this approach. Thus, for its methodology, this study combined a questionnaire with interviews.

Guba and Lincoln wrote that "a responsive design cannot be fully specified except in general terms because each step in the process is determined at least in part by what has emerged prior to that point" (1985, p. 36). The next section will describe more fully the emergent nature of the study.

**METHOD**

By accepting the naturalistic paradigm as the one which best fits the issues raised in this study, the researcher also
accepted that qualitative methods were the best suited to the inquiry. In order to understand the many dimensions of reality that were expected to be uncovered, and to develop a grounded theory from it, the researcher (or another human being) must be the instrument. Interviews, observations and other qualitative methods which use the researcher in gathering and making sense of the data best uncover the multiple meanings, hidden understandings, values and attitudes which comprise reality in the naturalistic paradigm.

Sample

Since research (Shay, 1984; Garland, 1985; Sandeen, 1988) suggested that student affairs professionals at small, private institutions were more likely to be involved with fundraising, it was decided that the study would focus on small colleges.

It was also decided that the data would be more useful if the research focused on institutions that were similar in type, size and mission. For such data might then be used to make generalized statements and recommendations to other institutions of similar type. The 12 colleges and universities in the Great Lakes College Association and the 13 institutions in the Associated Colleges of the Midwest were chosen as the sample group. A complete list of those institutions can be found in Appendix A.

The initial survey was sent to chief student affairs and
development officers and presidents at the aforementioned institutions. When the research got to the interview phase, presidents were dropped from the sample group because the focus of the study was particularly on student affairs officers and because survey results showed some interesting relationships between the student affairs and development officers. The focus then was on the latter two groups. The flexibility of responsive evaluation and the naturalistic paradigm allowed the study to adapt to information received during its course.

The Questionnaire

The study began in the spring of 1990 with the development of an informational survey developed by the researcher to discover if student affairs officers at small liberal arts colleges were involved in fundraising efforts on their campuses. While there was some evidence in the literature to suggest that they were involved (Shay, 1984; Garland, 1985 and others), what was cited was mostly anecdotal and there was no indication as to the frequency and scope of these activities.

The questionnaires evolved from the research questions proposed in this study, and dealt primarily with type, frequency and origin of student affairs officers fundraising activities. Two different questionnaires were developed. The first was sent to the chief student affairs officer of the
campuses in the sample group. The second was sent to the president and the chief development officer at each campus. The questionnaires and the cover letter that were mailed with them can be found in Appendix B.

Each questionnaire was written to assess the attitudes and perceptions of the targeted audience. For example, presidents and chief development officers were asked if they believed that fundraising activities on the part of student affairs officers was helpful and important to the institution. Student affairs officers were asked what impact these additional duties had on their area. Both surveys asked how student affairs officers became involved in fundraising and whether they should be more involved in the future.

From the data gathered from the surveys, the researcher concluded that there was a significant amount of fundraising activity on the part of the student affairs officers, and that further investigation in the form of interviews was warranted. The researcher also found that a number of chief development officers had student affairs backgrounds, and decided to investigate this link between the two groups more fully in the interviews.

The Interviews

Using interviews as the qualitative method of choice provided several advantages. Using interviews lessens the chance of misunderstanding between the inquirer and the
respondent (Lincoln & Guba, 1985, p.186-187). If a subject is unsure about the meaning of a question or term used during the interview (s)he can quickly and easily seek clarification. The interviewer can also check throughout the interview to make sure (s)he understands the information being received and that any conclusions being drawn are correct. The interview also gives greater flexibility than other research methods, particularly when, as in this study, the researcher primarily wishes to explore a particular phenomenon.

The interview does present certain limitations to the research. Because it is labor intensive, it is not an efficient way to gather data from a large number of respondents. Also, because an interview takes a predetermined allotted amount of time, it is possible that it may result in incomplete responses because of time limitations or lapses of memory (Lincoln & Guba, 1985, p.187).

The most significant limitation, however, can be interviewer bias, where the interviewer consciously or unconsciously influences the outcome of the interview. In order to limit prejudice, a good researcher tries to discover bias in questions by conducting pilot interviews and refining the interview guide to utilize open ended questions which encourage the respondents to speak about their own experiences from their own perspectives (Lincoln & Guba, 1985, p.186-187).

The interviews sought to validate information received through the questionnaire and also helped to build a greater
understanding of the issues studied. The purpose of the interviews follows:

1) To discover the feelings and attitudes of student affairs officers about their involvement in fundraising.

2) To identify their perceptions of how this change has come about and the impact these activities have on student affairs work presently and in the future.

3) To discover how development officers view the involvement of student affairs officers in fundraising.

The interviews focused on the views and opinions of student affairs and development officers about the nature of the impact that expansion of student affairs' role into advancement has on each profession. An explanation of current involvement and implications for further involvement of student affairs officers in fundraising was also discussed.

From the 25 institutions which were included in the initial informational questionnaires, six from each consortium were selected for further inquiry, for a total of twelve. The individuals at those institutions were contacted by phone and extended an invitation to participate in the next phase of the study. After the initial phone call, the researcher sent each participant an abstract of the study and a copy of the questionnaire they had completed earlier that summer. Appendix C contains lists of the individuals and the
institutions which participated in the interview process.

Information gathered from the survey results was used to develop the interview guides for chief student affairs officers and chief development officers. Two pilot interviews were conducted in the summer of 1990. Some minor revisions to the interview guides were made, and the remainder of the interviews were conducted during autumn, 1990 and in the winter of 1991. The interview guides (Appendix D) which were developed can be classified as semi-structured and utilized open ended questions.

Again, a different interview guide was developed for each group of subjects. In the interviews with the chief student personnel officers, the questions were geared toward finding out their attitudes about fundraising on their campuses and the role they should play. Issues such as the implications these activities have on the profession and the ramifications for graduate preparation programs were discussed.

In addition to focusing on student affairs officers' fundraising activities, the interviews with the chief development officer also touched on the future of their profession, and evolution of graduate preparation programs in their field. As was mentioned earlier, the survey indicated that some of the chief development officers came from student affairs backgrounds. During the interview phase, the researcher was astounded to find that the majority of the development officers interviewed came from student affairs.
The guides served two purposes: First, they ensured that the respondents reacted to all of the issues and concerns that were raised in the study. In addition, strict adherence to the guide made it easier for the researcher to compile the responses from each interview.

The method of the study was ongoing—it was revised as more information was gathered. As it became clear that there was a strong link between the educational and career background of the two groups, more time was spent exploring this connection. Later interviews also included an opportunity for subjects to respond to data gathered in previous discussions.

Following each interview, the researcher transcribed the data gathered and also recorded a summary of the session, with comments, impressions and references to earlier interviews onto contact summary sheets. These summary sheets served to highlight themes and concepts for future interviews as well as promote ongoing analysis. Summary sheets were filled out immediately after each interview. The field notes were converted into transcripts within a week or two of each interview.

ANALYSIS OF DATA

Qualitative data are in the form of words. These data provide the meanings and insights which contribute to verstehen. Words not only provide added meaning and understanding, they have a greater persuasive power than the
numbers produced by quantitative methods (Miles & Huberman, 1984, p. 15). However, the plethora of words gathered during the course of an inquiry does present certain difficulties to a researcher.

It is imperative, therefore, that the researcher utilize an analysis process which enables him/her to focus on common themes. The method of analysis proposed by Miles and Huberman consists of "three concurrent flows of activity: data reduction, data display and conclusion drawing/verification" (Miles & Huberman, 1984, p.21). Each will be discussed separately with regard to this study.

According to Miles and Huberman, "data reduction is a form of analysis that sharpens, sorts, focuses, discards and organizes data in such a way that final 'conclusions' can be drawn and verified" (Miles and Huberman, 1984, p. 21). In this study, the researcher used two techniques for data reduction. First, prior to conducting any of the interviews, the researcher created a list of codes in order to classify responses and group them into common concepts and themes. These codes came from the conceptual framework of the study, the theories used to frame the research questions and the researcher's own experience in student affairs and development work.

The initial code list in this study included categories containing descriptive codes such as those relating to background data, institution, etc.; activity codes relating
to fundraising, departmental or divisional responsibilities; and codes regarding attitudes and perceptions about the phenomenon being studied.

From an initial list of categories, specific codes were developed to identify experiences, activities, attitudes, etc. As the interviews progressed, some new codes were added while others were dropped. The final list of codes contained seven categories and over fifty subcodes. It is found in Appendix E.

After each interview, the responses were typed and codes were assigned to each pertinent segment. Some researchers use a "cut and paste" method for compiling and organizing the coded data into thematic categories for further analysis. The researcher in this study used colored pencils to highlight particular segments, then kept a running list of the various categories in a word processing document. This made it easier for the researcher to identify themes and patterns both during the interview process and during the data analysis.

In addition to the codes, the researcher also completed a contact summary sheet on each interview. "A contact summary is a single sheet containing a series of focusing or summarizing questions about a field contact (Miles & Huberman, 1984, p.50). By filling out the form immediately after each interview, the researcher was able to develop a summary of the interview which provided a quick reference to major points for use in future interviews. In addition, the summary sheets
provided the researcher with a way of logging thoughts, feelings and impressions of each interview.

Data display is the second flow of activity in qualitative analysis according to Miles and Huberman (1984). This activity organizes data into a form which is easily accessible and compact so the researcher can identify what is happening and either draw some conclusions or move on to a different level of analysis (p.22). Miles and Huberman suggest building a variety of matrices to accommodate field data, but display can take many forms such as charts, graphs, tables and the most frequent form, narrative text.

In this study, the author used tables to display the information gained through the initial informational surveys, but for data gained through the interview process relied most heavily on narratives and a code chart, in which she kept track of the frequency various coded remarks emerged in the interviews. A discussion of the data gathered is found in the remaining two chapters.

The third and final flow of data analysis proposed by Miles and Huberman is conclusion drawing/verification. They believe that these two activities occur almost simultaneously throughout the data analysis. A researcher begins by drawing some conclusions, "deciding what things mean", and throughout the analysis verifies or discards those conclusions. In other words, the analyst "tests" his/her meanings throughout the study, hoping to find corroboration in different interviews.
or other field experiences.

During this inquiry the researcher used several techniques to draw and verify conclusions. The code chart mentioned earlier with regard to data display allowed the researcher to see how frequently different respondents discussed particular attitudes or ideas, participated in similar activities or shared similar backgrounds. This allowed the analyst to identify common patterns and themes.

During the interviews themselves, the respondents were asked to verify the researcher's interpretation of statements that were made and the conclusions drawn from them. This "member checking" was used to ensure that the researcher was not making conclusions based on her own biases.

Using the techniques described by Miles and Huberman and others not only helped eased the task of analysis, but also helped to ensure that the conclusions drawn by the researcher were credible and trustworthy. The discussion of bias and trustworthiness which follows highlights some of the particular problems facing the qualitative researcher in this area.

BIAS

The difficulties that can be caused by bias have been briefly discussed with regard to interviews. However, in order to establish credibility, a more detailed discussion of the attempts to limit bias must be offered.
It was clear at the onset of the study that the researcher believed that participation in fundraising activities on the part of student affairs officers stemmed from organizational conditions that allowed development and student affairs divisions to establish closer links with each other than with other divisions within the college.

Several organizational concepts were offered as explanations for these links. The researcher showed ways in which both divisions acted as boundary spanners for the organization and the common role behaviors which resulted. Understanding Katz and Kahn's theory of office led the researcher to believe that where two divisions were closely aligned with regard to function, common values and behaviors ensued.

The researcher offered another explanation for student affairs' foray into fundraising by citing the literature on power and centrality. It was hypothesized that student affairs officers were attempting to make their divisions more central to the institution by contributing to it in a way that would be seen as valuable.

The naturalistic paradigm acknowledges that the values of the researcher influence interpretive research. However, once the paradigms have been chosen and the values are clear, measures must be taken to ensure that the results of the study will be trustworthy.

The initial survey was a key element in limiting bias
because there was no interaction between the researcher and those in the sample. Misinterpretation of the data received was minimal; the surveys were constructed in such a way that it was clear if the phenomenon was occurring and what explanations the participants offered for it.

The interview process was more vulnerable to bias. To help limit this, the researcher started by providing each participant with a copy of the questionnaire they had filled out and then asked them to respond to the interview guide. Once that had been accomplished, the researcher then shared with the participant a summary of the data gathered from the questionnaire as well as a summary of interview data that had been gathered to that point. The participants were then asked to respond to the new information.

This served two purposes. First, it helped the researcher to determine if the conclusions drawn during the interview process were shared by the participants, without stating what those conclusions were. If, after studying the data already gathered, a participant came to the same or similar conclusions as the researcher, it was likely that the researcher had not allowed bias to cloud her judgement. Second, it offered the researcher an opportunity to be sure that the comments of the participants had not been misunderstood.

Throughout the interview process, the researcher sought establish analogous understandings about the data. If the
researcher and the participants shared common interpretations about the information gathered, then it was reasonably certain that bias had not influenced the outcomes of the interviews.

**TRUSTWORTHINESS**

Naturalistic inquirers do not speak of "validity" as do their positivist colleagues. Rather, the researcher hopes to establish credibility, or trustworthiness. To do this, the inquiry must first be conducted in such a way that the probability of finding credible results is enhanced. In addition, the findings should be regarded as credible by those who participated in the research; those whose multiple realities were studied (Lincoln & Guba, 1985, p. 296). Lincoln and Guba identify three techniques for establishing credibility: prolonged engagement, triangulation and member checking (p.301).

Member checking, which was discussed above with regard to verifying conclusions that were drawn, is a technique used to ensure that the respondents find the results credible. Throughout the interviews in this study, the researcher asked the respondents to verify information or impressions that were received.

In order to conduct a study where the probability of finding credible or valid results is improved, it is necessary to establish a degree of structural corroboration. By definition, structural corroboration is "a process of
gathering data or information and using it to establish links that eventually create a whole that is supported by the bits of evidence that constitute it. Evidence is structurally corroborative when pieces of evidence validate each other, the story holds up, the pieces fit, it makes sense, the facts are consistent" (Eisner, 1979, p. 215).

It follows that validity is provided by "cross-checking different data sources and by testing perceptions against those of participants" (House, 1978, p. 37). The most important technique for establishing structural corroboration and ensuring validity of results is called triangulation. One form of triangulation "verif[ies] propositions with data drawn from other sources or developed [by] using different methodologies" (Guba & Lincoln, 1981, p. 107).

Since triangulation forces the observer to "combine multiple data sources, research methods, and theoretical schemes in the inspection and analysis of behavioral specimens" (Denzin, 1971, p. 177), different measurements are suggested for testing purposes. "Once a proposition has been confirmed by two or more measurement processes, the uncertainty of its interpretation is greatly reduced. And, as Webb, et al. conclude, "The most persuasive evidence comes through a triangulation of measurement processes" (Webb, et al., 1966, p.3). Accordingly, the research questions proposed in the study were tested using two different measurements.
Prolonged engagement as described by Lincoln and Guba is investing enough time in the inquiry to ensure that there is understanding of and familiarity with the setting and the respondents in the study. The length of time is to be determined by the researcher. In this study, the setting and the context of the inquiry were very familiar to the researcher, who had worked in both student affairs and in development in liberal arts colleges exclusively throughout her career.

With regard to the respondents, the researcher had working relationships with some; but with all the respondents, the different types of contacts that were maintained throughout the length of the eight month study contributed to mutual familiarity and trust.

Transferability

Because the naturalistic paradigm acknowledges the role that context has on human behavior, the generalizability of findings is limited. Lincoln and Guba (1985) suggest that the concept of generalizability be replaced by that of transferability in naturalistic inquiry. The researcher must provide sufficient data to allow readers to determine if the findings can be transferred to another context. The researcher must offer the reader "thick description"—full and rich depiction of the questions under investigation, the setting, the sample, etc. The methods utilized in this study
provide such a description.

Dependability

Lincoln and Guba recommend using the "inquiry audit" to establish dependability of findings from naturalistic inquiry. The audit consists of data, notes, journals and written inferences which establish a "paper trail" by which another individual can audit the research process and verify the findings. In this study, the completed questionnaires, contact summary sheets, interview notes and transcriptions create the paper trail necessary to establish dependability.

Confirmability

It is imperative that the researcher make every attempt to present a study free from bias and ensure that the findings are trustworthy and credible. Using techniques such as the informational survey, interview guide and pilot interviews all contribute to the confirmability of the findings.

Summary

In sum, the study utilized an initial questionnaire to obtain baseline information and then employed follow up interviews conducted with a sample group from the student affairs officers and the development officers. Using the methods outlined above, the information gathered from the interviews was used to make some generalizations about how
widespread the involvement of student affairs officers in fundraising activities is in small liberal arts institutions.

There is also a discussion of the perceptions of development officers with regard to student affairs. Finally, the study reports student affairs officers' attitudes about their changing role: how this transition has occurred and some of the implications this change may have on the future of the profession.
CHAPTER IV
RESULTS/FINDINGS

THE QUESTIONNAIRE

An initial survey of chief student affairs officers, chief development officers and presidents at small, private colleges in the Great Lakes College Association (GLCA) and the Associated Colleges of the Midwest (ACM) was conducted. The instruments can be found in Appendix B.

The questionnaire evolved from the first five research questions cited in Chapter I. It focused on the incidence of fundraising on the part of chief student affairs officers, the kinds of activities they were involved in, who initiated their involvement and how valuable their efforts were judged. Specifically, the questionnaire addressed the following:

1. To what extent are chief student affairs officers involved with fundraising activities at their institutions?

2. What kinds of activities are student affairs officers involved in?

3. How has their participation in fundraising activities evolved? Who initiated this expanded involvement?
4. What role do development officers and presidents believe student affairs officers can play in fund raising?

5. Do the participants anticipate that fundraising activities will make the student affairs division more valuable to the institution?

Three questionnaires were sent to each of the 25 institutions in the sample. Of the mailed questionnaires, 55 out of 75 surveys sent were returned, for a response rate of 73.5%. For various reasons, however, only 54 of the returned surveys were useable.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER RETURNED</th>
<th>RESPONSE RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESIDENTS</td>
<td>13</td>
<td>52%</td>
</tr>
<tr>
<td>DEVELOPMENT OFFICERS</td>
<td>20</td>
<td>80%</td>
</tr>
<tr>
<td>STUDENT AFFAIRS OFFICERS</td>
<td>22</td>
<td>88%</td>
</tr>
</tbody>
</table>

Overall, at least one respondent at seventeen of the twenty five institutions surveyed indicated at least some student affairs involvement in fundraising; or, to figure percentage, 68% of those in the sample.
TABLE 4.2
RESPONDENTS INDICATING
STUDENT AFFAIRS INVOLVEMENT IN FUNDRAISING

<table>
<thead>
<tr>
<th>GROUP</th>
<th>NUMBER</th>
<th>% OF RESPONDENTS</th>
<th>% OF SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESIDENTS</td>
<td>8</td>
<td>31%</td>
<td>16%</td>
</tr>
<tr>
<td>DEVELOPMENT OFFICERS</td>
<td>12</td>
<td>60%</td>
<td>48%</td>
</tr>
<tr>
<td>STUDENT AFFAIRS OFFICERS</td>
<td>12</td>
<td>55%</td>
<td>48%</td>
</tr>
</tbody>
</table>

While most respondents indicated that student affairs officers were involved only in an indirect way, most characterized that involvement as helpful and important. The second research question spoke to the kinds of fundraising activities that chief student affairs officers were involved in. Some of the most frequently mentioned development activities of student affairs officers were as follows:

TABLE 4.3
DEVELOPMENT ACTIVITIES OF STUDENT AFFAIRS OFFICERS

Grant/Proposal Writing
Senior Class Gift Campaigns
Phonathons
Provide information about former students or parents
Work with Parents Councils
Attendance at Alumni Office Activities
Presentations to Alumni, Boards of Trustees, etc.
Cultivation of individual donors
Work on Capital Campaign projects
Most student affairs officers who were involved in development activities were doing so at the request of their president or as part of their job description. Most enjoyed their development work, indicating that they were stimulated by forays into a different area than their own.

In response to research question numbers four and five, twelve (55%) of the Deans responding to the survey indicated that chief student affairs officers should be involved in fundraising. However, only six (28%) indicated that development activities should be included in the graduate preparation programs for student affairs professionals.

Of the presidents and the chief development officers who responded to the survey, 16 (48.5%) characterized involvement of student affairs officers in development activities as important. Neither group felt that involvement in fundraising activities enhanced the stature of the student affairs division on their campuses. Forty one (74.5%) of the respondents indicated that it did not.

Seventeen (40.5%) of the responding presidents and chief development officers indicated that student affairs officers should be more involved with fundraising in the future.

THE INTERVIEWS

The questionnaires sent in the first phase of the study addressed the first five of the research questions stated in Chapter I. The data collected provided an understanding of
how widespread the involvement of chief student affairs officers was in fundraising activities. It also chronicled the kinds of fundraising activities deans and vice presidents for student affairs performed; who initiated the participation of chief student affairs officers; and whether their participation was seen as valuable.

The interviews focused on discovering the feelings and attitudes of student affairs officers about their involvement in fundraising and to identify their perceptions of the impact these activities have on student affairs work presently and in the future. Specifically:

6. How do student affairs officers view their participation in fundraising? What impact has it had on their traditional role?

7. What impact will this expansion of role have on student affairs in the future?

The naturalistic paradigm chosen to frame this study allowed the researcher to explore some of the links between student affairs and institutional advancement that had appeared through the questionnaires and to gather more detailed information about educational and professional background and other demographic information. Two additional research questions were generated:

8. How do development officers view the involvement of student affairs officers in fundraising?
9. What explanation can development officers offer to interpret the relationship between student affairs and institutional fundraising?

Interviews were conducted at twelve of the twenty-five institutions in the sample, six from each consortium. The institutions comprised a random stratified sample based on size, geographic location and similarity. Three of the six interviews at GLCA institutions, for example, were conducted at schools in Ohio, as half of the GLCA institutions are located in Ohio. Seven of the interviews were done during a visit to campus; the rest were conducted by phone.

The focus of the interviews were the chief student affairs officers and the chief development officers on each campus; these were the only individuals contacted. Presidents were excluded. Interview guides (Appendix D) were developed based on the information received from the questionnaires. A list of the institutions where interviews were conducted and of the individuals interviewed can be found in Appendix C.

Demographic Information

Of the twelve development officers interviewed, five had graduate degrees in student personnel administration, higher education, or a related field. All five had worked in student affairs prior to development. An additional three, while they did not have degrees in student personnel or a related area, had experience as professionals in student affairs; in
admissions, academic advising and as dean of men. At one institution, the chief development officer did not have a student personnel background, but the associate director of development was a former dean of students.

At nine of the twelve institutions (75%), then, development officers came from student affairs backgrounds. When examined from a consortium perspective, the data takes on additional meaning. Of the six colleges in the Associated Colleges of the Midwest where interviews took place, only one of the chief development officers had a graduate degree in student personnel work, but three others had experience in student affairs; and at one of the remaining two institutions the associate director of development had been a former dean of students. In five of the six institutions interviewed (84%), then, there was a strong link between development and student affairs.

In the Great Lakes Colleges Association, four of the six chief development officers interviewed had graduate degrees in student affairs or a related area; all had worked in student affairs prior to entering into development work. At two thirds of the institutions in the interview sample there was a link between student affairs and development.
Institutional Information

In this era of shrinking resources, it is not surprising to learn that virtually all of the institutions where interviews took place were involved in capital campaigns or had just finished capital campaigns in the past three years. The goals set for these campaigns ranged from $30 million to $60 million. Only one institution in each consortium was not currently involved in or finishing a campaign; at the GLCA institution, however, there was a project underway to raise money for a new student center.

Chief student affairs officers were more likely to be involved with fundraising activities at institutions where projects that would come under the student affairs division were part of the campaign plan (residence halls, student centers, etc.). At ten of the twelve institutions studied, student affairs concerns were included in capital campaign projects.

The most frequently mentioned project was residence halls, either the renovation of existing structures or the building of new ones. In addition, three of the institutions were renovating or building new student centers. Other projects which were defined as being part of the student affairs division were financial aid and an endowed chair in the student personnel office.

The best way to understand the data the interviews provided with regard to the last four research questions is
to identify some of the themes that arose through the conversations that took place. Through circumstance, the researcher almost always spoke to the development officer prior to the chief student affairs officer on each campus. The themes that emerged from the development officers correspond to the last two research questions.

**THEMES - DEVELOPMENT OFFICERS**

Shared Perspectives

The strongest theme that arose during the course of the interviews was the feeling on the part of development officers that student affairs professionals were helpful to fundraising efforts because they shared development officers' ability to view the institution as a whole, rather than focus on specific departments or divisions. This "institutional perspective" rather than a departmental one serves the fundraiser well. One Vice President for Development stated: "Deans of students can see the college as a whole; faculty can't; development officers must."

In addition, a successful fundraiser must know their own institution and be able to represent it. Development officers felt that because student affairs professionals deal with the many constituencies on a campus they, too, ably represent the institution. The ability of chief student affairs officers to respond to concerns voiced by students, parents, faculty,
townspeople and others, helps them to be effective fundraisers.

Most development officers discussed the transferability of skills between student affairs work and fundraising. Some, particularly those with student affairs backgrounds, mentioned the organizational understanding that graduate training in student affairs gives a professional. They felt that the organizational perspective their work in student affairs gave them was particularly useful in their move into development work.

Another factor that development professionals discussed had to do with the capital campaigns currently underway at most of the institutions. Almost all of the campaigns had a student affairs component—residence halls, a new student center, funding for student programming, etc. Having a student affairs professional to help with the planning of the campaign (helping with the case statement, for example) helped the fundraisers to "sell" particular projects to donors.

Education and Graduate Training

Once the researcher became aware of how many of the chief development officers had degrees in student affairs, she pursued the issue of graduate training for fundraisers. Currently, there is a debate underway within the field of institutional advancement (of which development work is the major part) about whether graduate training should be required
for those entering into the profession. As has been previously discussed, some graduate programs in philanthropy exist. The scholar became curious about how current development professionals felt about these efforts to create graduate programs specifically designed for their field.

An overwhelming majority (70%) of the development officers interviewed indicated that they were not in favor of graduate preparation programs which focused on fundraising. Most indicated that fundraising skills cannot be taught—that experience and exposure to higher education is what helps develop an effective fundraiser. Many indicated that the marketing skills that are needed to be successful are skills that are part of an individual's personality. No amount of training, they felt, could teach a person to be effective if his/her personality was not well matched to this type of work.

The development officers indicated that a graduate degree in a traditional academic discipline might help to prepare a fundraising professional; but all felt that if a graduate degree were required, a degree in higher education (student affairs, administration, etc.) would best serve a development professional. A broad understanding about the organizational aspects of higher education, a familiarity with issues and trends which affect higher education, and the development of effective management skills would be the best preparation.

The development professionals felt, however, that current graduate programs in higher education did not include a strong
enough component in the finance of higher education. Most believed that an overview of the financial state of colleges and universities and an understanding of the role fundraising plays in higher education should be an important ingredient in graduate preparation programs. Some mentioned particular skills such as grant writing, which they felt would be helpful to the student affairs professional.

The fundraising officers interviewed did believe that there was a need for further skill development in the field. They believed that the advanced workshops and programs on planned giving, prospect research and the like, which are offered by the Council for the Advance and Support of Education (CASE) and other professional associations, were invaluable. Most believed, however, that to be truly effective, individuals attending these programs should already have some professional experience.

Another interesting finding in this area was that most of the advancement officers interviewed acknowledged that there are a great many individuals in the profession today who were "not good". Specifically, they felt that the need for fundraisers was so great on college and university campuses today that many individuals with no experience and little understanding of the fundraising process were being hired. Almost all of the development officers expressed concern over the ineffective and sometimes unethical situations that resulted from this. They expressed a need for the policing
of the profession, but did not feel that graduate preparation programs were the appropriate vehicle for accomplishing this.

Finally, while 70% of those development professionals interviewed were opposed to the creation of graduate programs in advancement, half of these indicated that there was a need for more research about the profession. Research on those who give, how to run more effective campaigns (beyond the current nuts and bolts literature) and future trends in development would be helpful and would bring to the profession a greater understanding of the issues which arise in fundraising.

The respondents were unclear as to how this research could be conducted in the absence of graduate programs designed with an advancement focus. Some mentioned that scholars in higher education administration or student affairs could focus on advancement issues; while others pointed to the professional associations such as CASE as being the appropriate vehicle for future research.

Career Advancement

With regard to the development officers who came from student affairs backgrounds, almost all of them indicated that they had moved into development because of the greater opportunities for promotion that existed there. Many institutions (particularly small private colleges) do not have a Vice President for student affairs. To be promoted beyond the level of Dean, then, one must move outside of student
affairs into another division of the college or university. Those interested in attaining a president's position indicated how difficult this is to achieve via student affairs.

In addition, many felt that there was greater opportunity to move between institutions as a development professional. Good development skills transferred more easily from small institution to large, from public to private. Although most wanted to stay in small private institutions, they felt there were greater opportunities available to them in development than there were in student affairs.

Summary - Development Officers Interviews

In response to the last two research questions, then, development officers found their colleagues in student affairs to be effective fundraisers, especially when resources were being sought for projects in the student affairs division. They believed that the exposure the chief student affairs officers had with the various constituencies on campus gave them a credibility with donors. In addition, they felt that student affairs officers have an understanding of the organizational issues in a college or university which helps them to be effective fundraisers.

The most obvious explanation for the strong links between student affairs and development can be found in the similarity between the educational and professional backgrounds of the two groups. The notion of a "shared perspective" resulting
from common backgrounds, similar functions and understanding of the university provide a basis for these links.

**THEMES - STUDENT AFFAIRS OFFICERS**

Conversations with the student affairs officers focused on research questions six and seven, dealing with those administrators' feelings about participation in fundraising activities and the impact this may have on student affairs today and in the future. Most deans expressed a desire to contribute to the institution as well as to their own division. They believed it was crucial that today's student affairs professional have an institutional as well as a divisional perspective. Being seen as part of a "communal effort" on campus was important.

The chief student affairs officers corroborated many of the perceptions shared by the development officers. Most importantly, they expressed no surprise at the number of student affairs officers who moved into development positions. All had additional examples to offer. As one dean expressed: "Where do old deans go? To Development!"

**A Shared Perspective**

The reasons student affairs officers gave for this move mirrored those suggested by the development officers. Most frequently, the notion of a shared perspective about the university was cited. Deans and Vice Presidents for student
affairs spoke of the understanding they have about the institution as a whole. They portrayed themselves as able to see the institution from many different viewpoints--those of students, of parents, of faculty and administration--without being locked into the biases of a particular group.

They characterized their perception of the institution as much broader than those of specific constituencies on campus, and discussed how this would be helpful in fundraising. They believed they could represent the institution better than faculty, for example, because they had a wider exposure to the various aspects of their college or university.

Chief student affairs officers believed that they represented their institution well and that they were well schooled in providing an institutional response to parents and community members about student behavior and other issues. The skills and perspective their role provides them is easily transferred to development work.

Transferrable Skills

The student affairs officers spoke at great length about how the skills they use in their positions transfer to development work. They corroborated the remark of one development officer who said, "I basically do the same things now that I did when I was a Dean of Students. In that job,
you are selling the student, or his parent, or someone else on the college and what it has to offer."

Deans felt that their role on campus gave them a credibility that faculty and even sometimes development staff lack. One Dean commented, "I was asked to speak to a group of trustees and alumni about the new residence hall we were trying to build. There were many questions about student needs and concerns, as well as about student behavior. When I finished, some of the audience members came up and thanked me. They felt I had given them the "real" story - not the whitewashed version they expected to get from the development office."

All of the Deans felt that the administrative skills they used would help them in development work. Those chief development officers who came from student affairs backgrounds had mentioned this in their interviews. The ability to lead and motivate people, the awareness of human development theories, and strong leadership skills acquired through graduate training and employment in student affairs helped to make their transitions to development work successful.

One other attribute of chief student affairs officers, while not a "skill", bears mentioning. One half of the deans interviewed had been at the same institutions for more than ten years; some for twenty or more. The relationships deans have with former students and parents and the insights they can provide about them can be extremely valuable to
development officers. Knowing the academic and social interests of a potential donor can make all the difference between a successful solicitation and one which fails. Deans who go into fundraising work on the campuses where they have served in a student affairs role provide invaluable insights about donors.

Institutional Allegiance

Deans offered some reasons for their willingness to work on behalf of the institution by fundraising. A sense of commitment to the institution and its future was often cited. Most deans enjoyed their work setting very much. They liked the collegial feeling of a small college. Some were alumni of the institution where they now worked, while others had attended other schools in the consortium, or had attended institutions that were similar in size, and mission.

The deans shared two views. First, they identified strongly with "their" institution, and were willing to help in any way possible to ensure its success. Second, they also enjoyed the setting of the college and its surrounding community. Many were involved in civic affairs in their towns, and felt that the small town atmosphere was conducive to family life. These deans could foresee a move into development work as a way of staying in the university community after their careers in student affairs had ended.
Education and Graduate Training

The deans concluded that graduate education for student affairs professionals should include more coursework about finance in higher education. 75% felt that young professionals should understand the budgeting process, be aware of external sources of funding and learn grant writing skills. In the future, student affairs professionals are going to "have to learn to do more with less". None of the deans interviewed predicted that higher education would see an increase in available resources.

The deans saw the need for such training in order for the profession to be helpful to the institution and to the students. They felt that student affairs should be able to help the institution in the lean years ahead. In addition, they thought that being able to write grants, make proposals to donors, etc. may bring in the additional resources needed to fund programs and projects in their own divisions.

Several expressed concern, however, that an increased emphasis on diminishing resources may take precedence over the traditional student affairs focus on the well being and growth of students. One dean commented that while graduate programs need to do a better job teaching student affairs professionals about fiscal realities, "the bottom line is our business is students, and we should keep that focus."
Career Advancement and Mobility

The deans agreed with the development officers that fundraising offered a way to further career goals. Citing the skills developed through student affairs work and the familiarity with former students and parents, one dean said, "It's a natural move if you want to continue up the ladder."

While not all of the chief student affairs officers indicated that they wanted to move into fundraising work, many did. Some had even chosen activities that they felt would help them in a future move. Two had attended Harvard University's Institute for Educational Management (IEM) program, whose students normally come from the ranks of presidents and vice-presidents. One dean spent part of his administrative leave working for the Council for the Advancement and Support of Education (CASE) in Washington D.C. CASE is the primary professional organization for fundraisers.

Summary - Student Affairs Officers Interviews

With few exceptions, the deans enjoyed being asked to participate in fundraising activities and wished that they had greater opportunity to do so. They identified ways in which they thought they could be helpful to development efforts, through their familiarity with the various constituencies on campus. Most found their excursions into an area different from their own stimulating and challenging.
The deans acknowledged the increasing importance of funding for higher education. They believe that the profession should provide better training for new professionals in finance and that student affairs should work with development in ways that would be helpful to the institution.

There was some concern that becoming involved in fundraising activities might limit the time and energy available to respond to students and their concerns. However, the deans did believe that they needed to direct some of their energy toward raising funds both for their divisions and for their institutions. Given the expected decrease in funding for all areas of higher education, student affairs professionals felt it was in their best interests to help generate needed revenue.
CHAPTER V

CONCLUSIONS/IMPLICATIONS FOR FUTURE RESEARCH

INTRODUCTION

The research process offered the scholar the opportunity to understand how student affairs officers have become involved in fundraising on their campuses and to become aware of some of the links between development officers and chief student affairs officers at small liberal arts institutions. This chapter offers the reader an opportunity to put the information that was gathered into the context of the theories chosen to frame the study.

The first section will link the organizational theories discussed in Chapter II with the data that were gathered through the study. The concepts of power and centrality, office and boundary spanning will be discussed. How these constructs hold up in light of this data will be examined.

In addition, an agenda for future research will be offered, both for researchers in the field as well as a discussion of this researcher's personal interests. The final section offers some recommendations for practitioners in the field of student affairs and some comments for research and teaching in student affairs.
POWER AND CENTRALITY

The concept of power and centrality was discussed in Chapter II. In an early study, Hackman (1985) examined the budget allocations of four institutional units that had been identified by administrators as peripheral losers, peripheral gainer, core losers and core gainer. Peripheral units were identified as those which were not central to the institution and had either an increase (gainers) or decrease (losers) in their relative share of the budget. Core units were those which were identified as central to the institution and had either gained or lost their relative share of the budget.

Hackman found that peripheral units who contributed to the central mission of the institution, such as development and admissions were protected from budget cuts. Peripheral units which did not contribute to the central core, such as student affairs and counseling, lost budget allocations.

This researcher hypothesized that by becoming involved in fundraising activities, chief student affairs officers were attempting to make their divisions more central to the core mission of the university. Thus, they might become more protected from budget cuts.

As stated in Chapter IV, 48.5% of the presidents and chief development officers who responded to the initial survey characterized student affairs officers fundraising efforts as helpful and important. However, none of the three groups surveyed believed that such activities enhanced the stature
of student affairs on their campuses. 74.5% of those responding indicated that it did not.

At first examination, then, it would seem that fundraising activities do not help to make student affairs divisions more central to their institutions and protect their budget allocations. Yet, during the interviews, many deans indicated that they felt that the fundraising efforts on their part had helped them to be perceived as more of a "team player". They spoke too of being able to get funding for special projects and programs by virtue of developing personal relationships with trustees and other key decision makers. They believed that this was a direct result of their willingness to help with fundraising.

We might conclude, then, that while there was no measurable increase in funds or prestige as a result of chief student affairs officers fundraising activities; there was a perception on the part of the deans that these efforts resulted in more favorable attitudes toward the student affairs division. The increased sense of "good will" between student affairs and other divisions in the college may be a phenomenon that merits future research.

OFFICE

Katz and Kahn (1978) described the relationships between the various positions within an organization through the concept of "office." A particular role in an organization is
defined by its relationship to others in the organization. An office is linked to another when there is a similarity between the activities, behaviors and values found in each.

The researcher believed that the link between student affairs and development may be a strong one because of the similarity of mission and roles. This certainly turned out to be the case. There were strong links between the divisions, and the similarity in educational and professional background may account for this.

75% of the chief development officers interviewed came from student affairs backgrounds. Not only did they share the same or similar educational degrees, they also shared some of the same professional experiences as the chief student affairs officers. It is easy to see how these two groups have the similarity in values and orientation that encourage strong organizational links.

These links have ramifications for student affairs, particularly in regard to graduate preparation programs. Should student personnel programs prepare students to work outside of the traditional student affairs role within a college or university? Participants in this study indicated that at the minimum, students in higher education/student affairs programs should have a component in their graduate curriculum that addresses the issues in finance and funding.

For the organization, these links have additional meaning. The combining of roles or the movement of workers
from one office in the organization to another (in this case student affairs and fundraising) in a college or university may have some benefits. Development workers are increasingly sought after as the need for external funding increases in higher education. Utilizing the skills and experience of student affairs workers who are ready to move out of their current job not only may save resources but brings the additional benefit of the workers' familiarity with and commitment to the university.

**BOUNDARY SPANNING**

As discussed in Chapter II, both student affairs and development officers perform boundary spanning functions. They interpret the perceptions and expectations of external groups such as parents, prospective students, corporations and foundations. By doing this, they help the university adapt to meet the changing demands of the environment.

For example, student affairs officers respond to the concerns of the community outside of the college, and help maintain favorable "town/gown" relations. Development officers respond to the needs of donors, by providing them with an avenue for pursuing an academic or programmatic interest, recognition, or a need to "belong". Both divisions protect the college from the adverse effects of the environment and help to ensure its strength and survival.
The researcher believed that the similarity in function between student affairs and development result in a commonality of goals and orientation about the organization. This similarity allows role behaviors to be shared by both divisions.

The data confirmed this hypothesis. The recurrent theme that arose from both student affairs professionals and development officers was that they shared a common perspective about the institution. Development officers felt that student affairs professionals' abilities to view the institution as a whole rather than focus on a specific department or division enabled student affairs officers to be successful fundraisers. Most chief student affairs officers were not only drawn to development work and enjoyed the stimulation and challenge it presented; they felt that in many ways it was a natural extension of their current responsibilities.

The shared world view of development professionals and those in student affairs is apparent when one looks at the resemblance between the groups with regard to graduate training and work experience. Future research may focus on other groups within the university to discover if similarities such as these exist.
IMPLICATIONS FOR FUTURE RESEARCH

A consequence of using the naturalistic paradigm to frame this research project is that the data gathered and conclusions drawn can only be applied to those individuals and institutions represented in the study. However, the evidence that was found of strong linkages between fundraising and student affairs suggest that additional research may be worthwhile.

Since the institutions studied were located in the Midwest, there was no way to determine if regional influences had any effect on the data. One replication of the study could examine small colleges in different areas in the country to determine if there are regional differences.

The study could also be replicated using large public universities as the sample group. The author has a particular interest in this because fundraising at large institutions tends to be more tightly controlled. The development staff is large and individual colleges within the university may have their own development operations. It would appear that there would be fewer opportunities for student affairs professionals to participate in fundraising activities at these institutions.

A study which focused on large universities might also be able to determine the importance of factors such as allegiance to the institution and enjoyment of a particular college setting. Are deans at large institutions more likely
to seek career advancement by moving to a different institution rather than leave student affairs work? How large a role does enjoying a small college community play in a GLCA dean’s decision to move into development work at his/her current institution? These issues are at the forefront of the author’s personal research agenda.

In addition to replicated studies, the author believes that the data gathered in this study lead to some additional research topics. It has been shown that while there was no measurable increase in funds or prestige as a result of chief student affairs officers fundraising activities; there was a perception on the part of the deans that these efforts resulted in more favorable attitudes toward the student affairs division. A study which focused on the sense of "good will" that has developed between student affairs and other divisions in the college as a result of participation in fundraising may provide some interesting information. A longitudinal study may discover if the informal benefits that deans are currently reporting become more measurable over time.

This study examined the relationships between student affairs and fundraising which arose as a result of similarities in functions, values and world view. Are there other constituents on campus where such relationships exist? A study which examined other groups may help identify divisions that could share responsibilities.
A concern that is currently being voiced in both professions has do with graduate preparation programs for young professionals. The development officers in this study overwhelmingly felt that the graduate programs that are being established in philanthropy and advancement would not be effective in training new professionals. They believed that development work could not be taught — that an individual either had talent in this area or they did not. It was their feeling that entry level applicants would learn best through experience.

A longitudinal study which followed graduates of those programs throughout their careers would help those in the profession assess the effectiveness of graduate programs. Student affairs is a relatively new profession which went through a similar struggle with regard to graduate training. Another item high on this researcher's agenda is to examine this issue as it unfolds.

**IMPLICATIONS FOR PRACTICE**

It was the intent of the researcher to gather information that would be useful to both student affairs and development professionals. Responsive evaluation focuses on the concerns and issues of the stakeholding audiences (Lincoln & Guba, 1981, p.23). This section will identify some of the
implications these findings have for practice in student affairs and in institutional advancement.

The preparation of new professionals has already been discussed with regard to issues for future research, but the data gathered through this study encourages the author to make some recommendations about graduate training programs in student affairs that would be beneficial to both professions.

Officers in both divisions agreed that graduate training programs in student affairs need to establish a component which focuses on finance and funding in higher education. Given the expected decline in financial support for education in the coming years, student affairs professionals must be prepared to do more with less. Outside funding will become more critical as resources decrease. Unless graduate programs address these issues, new professionals will enter the world of work unprepared.

A component in finance in higher education should also include opportunities for experiential learning for those who wish to take advantage of them. Internships and practica in financial aid, the budgeting office and institutional advancement could help the new graduate be a greater asset to the profession and to his/her institution.

Another issue that should be addressed in graduate preparation programs is the increasing need of student affairs professionals to build relationships with other constituents on campus. As we have seen how the links between student
affairs and institutional advancement can benefit the institution as well as the profession, we must look for other ways in which student affairs can serve the institution as well as the students.

This recommendation also hold true for those professionals whose graduate experiences are far behind them. Today’s student affairs worker should seek ways in which (s)he can be helpful to the institution. Student affairs has had a history of expanding its function as the needs of students have changed and grown. Now, we are called upon again to adapt to the changing face of higher education.

SUMMARY AND CONCLUSIONS

This study attempted to discover how frequently student affairs officers participated in fundraising activities and to explore some of the factors which led to that participation. It is clear that in the consortia that were the focus of this study, student affairs officers were involved in fundraising activities.

Four constructs were offered as possible explanations for the expansion of student affairs roles into institutional advancement. First, the history of student affairs shows that the profession has expanded its role as the needs of students and the institution has changed. The data in this study is consistent with this explanation. Deans of students discussed
their willingness to help the institution during these difficult financial times. They reported a sense of commitment to their colleges and acknowledged that to remain strong student affairs must be concerned with the overall financial health of the institution.

The concept of power and centrality was also offered as a possible explanation for student affairs officers' forays into fundraising. A question was raised as to whether participation in fundraising would help to raise the value of student affairs on a particular campus. The data in this study seemed to indicate that these activities did not strengthen the prestige of student affairs divisions, nor did fundraising activities result in increased resources for student affairs. Yet, there was a feeling on the part of student affairs officers that their willingness to help the institution did create a more favorable view of their divisions. Clearly, more research needs to be conducted in this area.

The concepts of office and of boundary spanning showed ways in which student affairs and institutional advancement may be linked. It was believed that having similar missions and orientations toward the external world; helping the university adapt to the environment; and sharing similar role behaviors, student affairs and development would likely have strong linkages.
The research supports that theory. Both development officers and student affairs professionals spoke of a common view of the university. They indicated similarities in roles and function. The researcher was not aware prior to the study how many development officers had student affairs background. The research that confirms the hypotheses that were presented demonstrates that the transition from student affairs to institutional advancement is a natural one.

The implications of the relationships found between student affairs and development are many and touch upon student affairs from graduate preparation to practice. While there are some burdens that come with participation in fundraising activities, there are also opportunities. Helping to ensure institutional survival offers the student affairs professional an opportunity to strengthen the position of his/her division, forge new relationships and develop skills that may open new doors for career advancement.
APPENDIX A

ASSOCIATED COLLEGES OF THE MIDWEST

Beloit College, Beloit WI
Carleton College, Northfield, MN
Coe College, Cedar Rapids, IA
The Colorado College, Colorado Springs, CO
Cornell College, Mount Vernon, IA
Grinnell College, Grinnell, IA
Knox College, Galesburg, IL
Lake Forest College, Lake Forest, IL
Lawrence University, Appleton, WI
Macalester College, St. Paul, MN
Monmouth College, Monmouth, IL
Ripon College, Ripon, WI
St. Olaf College, Northfield, MN
THE GREAT LAKES COLLEGE ASSOCIATION

Albion College, Albion, MI
Antioch University, Yellow Springs, OH
Denison University, Granville, OH
DePauw University, Greencastle, IN
Earlham College, Richmond, IN
Hope College, Holland, MI
Kalamazoo College, Kalamazoo, MI
Kenyon College, Gambier, OH
Oberlin College, Oberlin, OH
Ohio Wesleyan University, Delaware, OH
Wabash College, Crawfordsville, IN
The College of Wooster, Wooster, OH
APPENDIX B

QUESTIONNAIRE FOR PRESIDENTS AND DEVELOPMENT OFFICERS

1. Are student affairs officers involved with fundraising on your campus?

2. In what ways are they involved? (Grant writing, phonathons, alumni visits, parent groups, etc.)

3. How have they become involved? (At the request of the President, of your office, as part of their job description, etc.)

4. Is their involvement helpful and important? Does it enhance the stature of student affairs at your institution?

5. Should they be more involved in the future?

6. Can you suggest other ways in which student affairs can be helpful with fundraising?
QUESTIONNAIRE FOR STUDENT AFFAIRS OFFICERS

1. Have you been involved with fundraising activities on your campus?

2. In what ways have you been involved? (Grant writing, phonathons, alumni visits, parent groups, senior gift campaigns, other)

3. How have you become involved? (at your own initiative, at the request of your president or development office.)

4. Has your fundraising activities had an impact on your area? (more money for programming, less time for your own priorities, etc.)

5. Do you feel that your involvement in fundraising (would/has) improved the stature of your division on campus?

6. Do you think you will be more involved in fundraising in the future?

7. Do you think this will have an impact on the profession?
COVER LETTER

Dear ____________

I am a Ph.D. candidate at The Ohio State University in Columbus, OH. As part of my dissertation research, I am distributing a questionnaire to presidents, chief development officers and chief student affairs officers at the institutions belonging to the Associated Colleges of the Midwest and the Great Lakes College Association. The purpose of my study is discover if student affairs officers are involved in fundraising activities on those campuses and what impact this may have for student affairs.

Could you take a few moments and complete the enclosed questionnaire? I have enclosed a stamped, self addressed envelope for you to return the survey to me. As part of my study, I also hope to conduct follow up interviews with a sample of the student affairs officers who have responded to the survey.

I will be happy to share the results of the study with you. If you are interested in receiving a copy of the data, please check the appropriate box on the questionnaire. Thank you for taking the time to help me complete my doctoral work.

Sincerely,
APPENDIX C

INSTITUTIONS WHERE INTERVIEWS WERE CONDUCTED

ILLINOIS
Knox College
Monmouth College

MINNESOTA
MacAlister College

INDIANA
DePauw University

OHIO
Kenyon College
Ohio Wesleyan University
The College of Wooster

IOWA
Coe College
Cornell College

WISCONSIN
Ripon College

MICHIGAN
Albion College
Hope College
## INDIVIDUALS INTERVIEWED

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Mary Ackerman</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Brian M. Austin</td>
<td>V. P. for Student Affairs</td>
</tr>
<tr>
<td>Barron Bremmer</td>
<td>V. P. for Development</td>
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<tr>
<td>Donald G. Chenoweth</td>
<td>Dean of Students</td>
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<td>Joan M. Claar</td>
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<td>Jacquelyn Condon</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Sharon D. Dendurant</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>Robert De Young</td>
<td>V. P. for College Advancement</td>
</tr>
<tr>
<td>Richard Frost</td>
<td>Dean of Students</td>
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<tr>
<td>Stephen K. Gauly</td>
<td>Director of Development</td>
</tr>
<tr>
<td>Douglas Givens</td>
<td>Director of Development</td>
</tr>
<tr>
<td>David Griffith</td>
<td>V. P. for Development</td>
</tr>
<tr>
<td>Ben E. Hancock, Jr.</td>
<td>V. P. for Institutional Advancement</td>
</tr>
<tr>
<td>John R. Mohr</td>
<td>V. P. for Development</td>
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<td>Donald J. Omahan</td>
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<tr>
<td>David Ostrander</td>
<td>V. P. for Development</td>
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<tr>
<td>Sara L. Patton</td>
<td>V. P. for Development</td>
</tr>
<tr>
<td>Kenneth R. Plusquellec</td>
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<td>Roger Ricketts</td>
<td>Director of Development</td>
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<tr>
<td>Connie Sharp</td>
<td>Dean of Students</td>
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<tr>
<td>Ronald J. Stephany</td>
<td>Director of Development</td>
</tr>
<tr>
<td>David K. Williams</td>
<td>V. P. for Development</td>
</tr>
<tr>
<td>Robert H. Young</td>
<td>V. P. / Dean of Students</td>
</tr>
</tbody>
</table>

*One Dean of Students retired prior to the interview stage.
APPENDIX D

Interview Guide for Deans of Students

1. Obtain resume from individual if possible. Discuss educational background; career history; length of time at particular institution, etc.

2. Discuss individual’s job description; divisional responsibilities, intra-departmental responsibilities.

3. Discuss student affairs division within the institution - position/prestige on campus; relationships with other divisions. etc.

4. Has the individual ever written a grant for the division? Discuss process, result, etc.

5. Has the individual been involved with fundraising, either for the division or for the institution? How has (s)he been involved?

6. How did this involvement come about? At whose request?
7. If the institution is involved in a capital campaign, are the needs of student affairs being addressed in that campaign? How?

8. If student affairs needs are a part of the campaign, is the individual involved in fundraising for those particular projects? In what way?

9. How does the individual feel about participating in fundraising activities? If not currently involved, would (s)he be willing to take part in fundraising?

10. How much time does fundraising activities take? Is the individual comfortable with the time spent on fundraising?

11. Has/would involvement in fundraising help enhance or improve the status of student affairs at that institution?

12. Are student affairs professionals particularly able to participate in fundraising activities? (As opposed to other constituents on campus.) Why?

13. Does the individual believe that more student affairs divisions will have some fundraising responsibilities?
If so, describe the impact it will have on their division and in student affairs generally.

14. Should graduate preparation programs in student affairs have a component which addresses fundraising issues and skills?

15. Does the individual participate in activities sponsored by the alumni office? Describe and explain.

16. Is the individual responsible for making presentations to alumni boards, fundraising councils, parents' councils, trustees, etc. Describe and explain.

17. Is there a parents' advisory board at the institution? Which division is responsible for selection of new members, coordination/facilitation of the group, etc.

18. What changes does the individual see in student affairs in the future?

19. What are some of the concerns and issues that will have to be addressed in the future?

20. What plans does the individual have for his/her career at that institution and beyond? Discuss career goals.
Interview Guide for Development Officers

1. Obtain resume from individual if possible. Discuss educational background; career history; length of time at particular institution, etc.

2. Discuss individual's job description; divisional responsibilities, intra-departmental responsibilities.

3. Discuss institutional advancement (development) division within the institution - position/prestige on campus; relationships with other divisions, etc.

4. Discuss the role and history of fundraising at the institution. Focus on how this division has changed/grown over the years.

5. Is the institution currently involved in a capital campaign? Recently completed one? Discuss goals, case statement, etc.

6. Are there any student affairs components in the campaign goals? (i.e. renovation of residence halls, student centers, programming)
7. Will student affairs staff (particularly the chief student personnel officer) be involved in the fundraising efforts for the campaign in any way? Explain/discuss.

8. Have student affairs officers been involved in fundraising in the past? Explain/discuss.

9. At whose request have they become involved?

10. Will other division, (academic departments, for example) be involved in fundraising efforts for the campaign?

11. Do other departments or divisions on campus participate in fundraising? Explain/discuss.

12. Describe and explain the grant procurement process.

13. Why do so many development officers have student affairs backgrounds, either educational or professional?

14. Are student affairs professionals particularly able to participate in fundraising activities? (As opposed to other constituents on campus.) Why?

15. Should student affairs professionals be expected to participate in fundraising activities? Explain/discuss.
16. What are your feelings about graduate programs in institutional advancement? Should fundraisers have formal training?

17. What impact will these programs have on the profession?

18. Discuss some future issues/concerns/trends in institutional advancement.

19. Should student affairs preparation programs have a component which addresses fundraising issues and skills?

20. What plans does the individual have for his/her career at that institution and beyond? Discuss career goals.
APPENDIX E

Categories and Subcodes for Analysis

A. Individual's Background - education, professional, etc.
   1. EDUC - education prior to graduate school
   2. GRD  - graduate degree
   3. WORK - prior work experience/background
   4. JOB  - current job description
   5. DIV  - current divisional responsibilities
   6. LNG  - length of time in current position
   7. CAREER - career goals and aspirations

B. Institution Fundraising Background/Goals
   1. CC    - capital campaign
   2. RESHALL - residence hall renovation/building
   3. SA PROG - student affairs programming
   4. ST CNTR - student center renovation/building
   5. BLDG  - other building funds
   6. SCHOL - scholarships/financial aid
   7. ENDOW - endowment funds
   8. SAL   - faculty/staff salaries
C. Fundraising Activities

1. GRNT - grant writing activities
2. AF - annual fund activities
3. PHONE - phonathon
4. DONOR - calls on donors
5. CASE - case statements
6. ALUM - alumni events
7. PARENT - parent groups/events
8. PRESENT - presentations before trustees, advisory boards, etc.
9. SRCLASS - Senior class gift fund

D. Impact / Implications for Student Affairs

1. ATT - attitudes about fundraising
2. VALUE - importance of fundraising to division
3. INST - Impact of fundraising on the institution
4. DIV - Impact of fundraising on the division
5. SA GRD - student affairs graduate preparation programs
6. SA PD - professional development in student affairs
7. SA RES - research in student affairs
8. SA ISS - issues and concerns about fundraising activity
9. SA TRNDS - trends in student affairs
E. Impact / Implications for Institutional Advancement

1. FR ATT - attitudes about fundraising
2. FR INST - Impact of fundraising on the institution
3. IA GRD - institutional advancement graduate preparation programs
4. IA PD - professional development in institutional advancement
5. IA RES - research in institutional advancement
6. IA ISS - issues and concerns about fundraising activity
7. IA TRNDS - trends in student affairs

E. Organizational Constructs

1. LNKS - links between student affairs and development
2. PC - power and centrality issues
3. PER - peripheral units
4. COR - core units
5. RB - role behaviors
6. BSP - boundary spanning activities
7. VIEW - common institutional perspective

F. Explanations for Linkages/Relationships

1. PROMO - career advancement
2. FUN - new challenge; stimulating
3. ALLEG - institutional allegiance/want to help college
4. SKILL - transferrable skills
REFERENCES


Rhatigan, J.J. Student services versus student development: Is there a difference? Journal of the National Association for Women Deans, Administrators, and Counselors 38(2), 51-58


