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PRESIDENTIAL FUNDRAISING IN SOUTH CAROLINA'S TWO-YEAR TECHNICAL COLLEGES

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PRESIDENTIAL FUNDRAISING IN SOUTH CAROLINA'S
TWO-YEAR TECHNICAL COLLEGES

A Dissertation
Presented to
the Graduate School of
Clemson University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Educational Leadership

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by
John Charles Boyd
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Accepted by:
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ABSTRACT

The purpose of this study was to explore fundraising at South Carolina's Technical

Colleges. The major focus of the study was on presidential characteristics and practices

along with various institutional characteristics and fundraising success. The research

design was descriptive and employed various methods in the collection of data. Data

were obtained from administrative sources, public documents, surveys, and interviews.

The study includes general information on South Carolina's Technical Colleges,

information from IRS Form 990s on 15 of the colleges, results of survey data from 12

colleges, and follow-up interview responses from 5 of the presidents who completed the

survey.

The findings of this study suggested characteristics of presidents associated with

fundraising at two-year technical colleges in South Carolina included an earned

Doctorate degree, an academic career path to the presidency, and spending most of one's

career in higher education. The majority of respondents were male, married, and

considered their spouses as integral to their leadership teams. The presidents indicated

that they valued time spent most with individuals, major donors, and corporate donors.

The presidents placed high emphasis on community relations, commitment to mission,

and institutional image. An entrepreneurial leadership style was embraced by the

presidents. Foundation characteristics included maintaining a positive image, serving a

distinctive niche within the community, and embracing a more professional fundraising

approach by hiring consultants. Successful strategies included the president's complete

commitment to fundraising and creation of a working foundation board with members of

influence and affluence. South Carolina's Technical College presidents who placed more emphasis on a well-planned, organized, and executed campaign, who hired a consultant to assist in this effort, and who committed their time to fundraising campaigns appeared to have more success in funds raised per FTE than those who did not.

The technical colleges' foundations' characteristics appeared to mirror existing research in the areas of planning of the campaign and conducting a feasibility study that evaluated image, campaign cause and goals, and potential sources of contributions. Each campaign's execution required the president's commitment in time, effort, and presentation to the community and prospective donors. Findings from the study also indicated that successful presidents believed an important foundation characteristic is an active foundation board with members who are influential and recognized leaders.

DEDICATION

I want to dedicate this work to my beautiful and wonderful wife, Betty Ann. Your

unconditional love, patience, and faith are my inspiration and the true driving force

behind us completing this work.

I also want to dedicate this work to my son, Jason. During the time it took to

complete this dissertation, you proudly served our country with tours in Iraq and

Afghanistan. I am proud of the man you have become.

ACKNOWLEDGMENTS

This dissertation was influenced by too many people to acknowledge within this small section. For all those who assisted me in this work throughout the entire process of coursework, collection of data, discussions of ideas, and the completion of surveys and interviews, I want to say thank you.

I particularly want to thank my wife, Betty Ann, for her patience, understanding, and support over the years in completing both the coursework and this dissertation, and for the countless hours in proofreading everything written along the way. Your faith and confidence in knowing we would finish kept me going. This work is our work.

I want to thank my committee and particularly my chair, Dr. Frankie Keels Williams, for guiding me along the process and sometimes even pulling me along. Throughout the coursework and dissertation process, I have learned a lot from your mentorship.

I want to acknowledge and thank all those at Horry-Georgetown Technical College who helped me along the way. Several of you gave me your time, guidance and constant nudging over the years while I was there.

My college, Colorado Northwestern Community College, has been ever so patient as we waded through many issues over the past two and a half years. With all we had happening here, you allowed me the time to complete this work.

It is my hope that this work will ultimately assist others in performing their research or fundraising activities. I was honored by the love, sacrifices, and team efforts by all who helped to make this journey a reality.

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CHAPTER ONE

INTRODUCTION

Throughout almost four hundred years in the history of American higher education, an invariable factor in an institution's ability to obtain operational and capital project funds has been the institution's president. Cohen (1998) stated, "Fundraising in both the public and private sector had become so important that the issue dominated presidential selection; individuals with unattractive lifestyles or mannerisms might well be rejected regardless of their academic credentials" (p. 409). The two-year college president plays a major role in a college's fundraising capability. The president's personal and fundraising characteristics, along with the characteristics of the foundation, often determine the success or failure of the ability to raise funds for the college (Duronio & Loessin, 1991; McCormick, 1994; Pichon, 1999; and Stevenson, 2001).

The literature frequently describes the characteristics that lead to successful fundraising (Bumpas, 1998; Johnsen, 1995; Pichon, 1999; Weir, 2002). These characteristics include aggressive fundraising that is consistent and persistent, a realistic assessment of an institution's strengths and likely constituents, a strong board and presidential leadership, institutional priorities dedicated to increased commitment to fundraising, well-planned campaign efforts, and clarity of institutional image (Duronio & Loessin, 1991). These characteristics also include the importance of the president's support in ensuring that the fundraising program is funded adequately and the president's personal involvement in the fundraising process (McCormick, 1994).

Statement of the Problem

South Carolina's Technical Colleges have traditionally depended on several funding sources including tuition, state legislative funding, local government funding, and federal funding (Van Der Werf, 1999). State funding has deteriorated substantially in the past few years and federal funding has remained flat (South Carolina Technical College Factbook, 2002). According to the South Carolina Technical College 2002 Factbook, system-wide state unrestricted funding dropped from 64.0% in 1991 to 50.5% in 2002 and federal funding remained around .3% ranging between .9% in 1991 to .2% in 2002. The 2007 South Carolina Higher Education Statistical Abstract shows that operating appropriations for 2006-2007 were at 50.65% of total operating cost. Technical college state appropriations were $171,310,188 in FY 2000 and $162,442,569 in FY 2006 (South Carolina Higher Education Statistical Abstract, 2007). This represents a 5.2% decline in state funding over this period, while total fall enrollment grew from 63,918 in the fall of 2000 to 76,309 in the fall of 2006, representing a 19.47% growth.

Federal government funds for South Carolina's Technical Colleges increased slightly from 11.9% in 1991 to 12.0% in 2002, but this increase is dramatically short of recouping the losses in state and federal funds (South Carolina Technical College Factbook, 2002). In total funding of restricted and unrestricted money, local and federal funding remained flat while state funding dropped substantially at a time when enrollments increased significantly. Income revenues from students, through tuition and fee increases, made up much of the shortfall in revenue. Funds from students, as a percentage of unrestricted operating expenditures, increased from 23.2% in 1991 to

37.3% in 2002 (South Carolina Technical College Factbook, 2002). These decreases in funding created an urgent need to focus more on fundraising.

Increased tuition may not drastically impact students receiving federal financial aid, but it can negatively affect students who do not qualify for federal help (Anderson, 2003). Institutions feel pressured to offer more local scholarships and grants or risk enrollment declines. Utilizing a strategy adopted by other colleges around the country, South Carolina's Technical Colleges increased their efforts in private fundraising campaigns to make up the loss in both restricted and unrestricted revenue (Bateman, 2002).

Private fundraising campaigns by foundations are critical for an institution's survival in the current budgetary environment (Kaplin, 2004), and is particularly true in South Carolina during this time of budget shortfalls. Private fundraising continues to have a significant influence on a technical college's ability to expand and offer new programs, while offsetting the increasing tuition for those who cannot afford to attend college (Kaplin, 2004).

The scholarly literature on community college fundraising suggests that additional research is needed to study factors that may lead to successful fundraising (Johnsen, 1995). Cahill (2003) recommended additional research on the role of internal leadership and capital campaigns. Cockrum (2004) recommended additional research on presidential leadership characteristics that lead to successful fundraising, along with a study to help create a definition of fundraising success. Fife (2004) suggested the need for more

research on specific donor sources for community colleges and the relationship between the college programs and business and industry contributions.

Purpose of the Study

The purpose of this study was to explore fundraising at South Carolina Technical Colleges and, particularly, presidential characteristics and practices along with various institutional characteristics and strategies for successful fundraising. The study includes general information on all 16 South Carolina Technical Colleges, and information from IRS Form 990s on 15 of these colleges. In addition, the results of survey data from 12 colleges and follow-up interview responses with 5 of the presidents who completed the survey were the focus of the study. Activities related to fundraising are investigated to determine the presidential characteristics and foundation characteristics most associated with fundraising.

Theoretical Framework for the Study

The theoretical framework used in this study is drawn from research on entrepreneurial leadership; specifically, entrepreneurialism as it relates to the college president. Entrepreneurialism is defined as practices by presidents who are doing new things or doing things that are already being done differently with a focus on generating funds (Fisher & Koch, 2004). Entrepreneurialism is a state of mind that drives a president's attention towards a specific goal (Roueche & Jones, 2005). These presidents are drivers of change through their vision; they turn to fundraising as the means to pay for this

change (Roueche & Jones, 2005). Roueche and Jones (2005) suggested that entrepreneurs "focus on the present while planning for the future" (p. 6). Entrepreneurial traits such as creativity, drive, and risk-taking are traits that a person is born with, but these traits can also be learned (Roueche & Jones, 2005).

For the purpose of this study, entrepreneurialism included approaches to fundraising that may be innovative. The entrepreneurial college president has been a focus of several researchers (Fisher & Koch, 2004; Fisher, Tack, & Wheeler, 1988). This line of research was intended to find links between effective presidents and specific behavioral traits as measured by *The Effective Leadership Inventory*. The researchers "focused substantially on the entrepreneurial attitudes and behavior of presidents and how these characteristics determine presidential success" (Fisher & Koch, 2004, p. IX).

Research Questions

In an effort to offset the economic impact of decreased state funding, South Carolina's Technical Colleges needed to seek philanthropic resources through efforts of their foundations. However, two-year institutions found themselves competing with four-year institutions that had actively raised private funds for a much longer period. This highly competitive environment will require two-year colleges to maximize their efforts to achieve success.

The following research questions guided the study:

1. What are the financial characteristics related to fundraising of South Carolina's technical colleges as reported on Internal Revenue Service Form 990 over a three-year period?

2. What are the demographic characteristics of presidents engaged in fundraising at two-year technical colleges in South Carolina?

3. What do presidents perceive as their fundraising behaviors at the two-year technical colleges in South Carolina?

4. What are the perceptions of the presidents of two-year colleges in South Carolina regarding the organization and effectiveness of their foundation offices?

5. What fundraising campaign strategies do presidents offer associated with successful fundraising at two-year technical colleges in South Carolina?

Conceptual Framework of the Study

The conceptual framework for this study is shown in Figure 1.
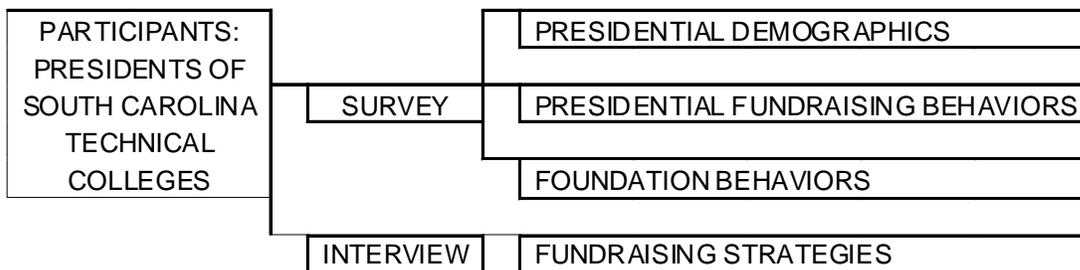
Figure 1. Conceptual framework of the study

For this study, the participants included presidents of the two-year technical colleges in South Carolina. The variables in the study included presidential demographics, presidential fundraising behaviors, foundation behaviors, and fundraising strategies.

Definition of Terms

The following terms are used throughout the study:

- *Annual Giving*: Also called the Annual Fund; this fundraising effort is conducted by various means throughout the year; it is repeated yearly to raise private gifts for the current operation of the institution and increases in significance with the urgency of the times. It is the production line of development, enlisting a broad base of donors in support of the institution, and selling the institution's needs for on-going support with increasing urgency as costs continue to rise (Pray, 1981).

- *Full Time Equivalent (FTE):* An abbreviation for the term "full-time equivalent" which may be weighted or unweighted. This study uses unweighted FTEs that are the equivalent of the total student credit hours taken divided by thirty (Loftus, 1983).

- *Fundraising Cost:* The amount of funds spent associated with fundraising by a foundation as reported on line 15 of IRS Form 990 (GuideStar, 2008).

- *Educational Foundation:* A 501 (c) (3) designated organization that is a separate not-for-profit entity legally separated from the institutions that it financially supports (Johnsen, 1995).

- *Endowment:* An account that is established to have a perpetual life. Endowments can be either unrestricted or restricted to a specific use designated by the donor (Johnsen, 1995).

- *Entrepreneurial Characteristics:* A distinct quality or disposition associated by one considered to be an entrepreneur. For the purpose of this study, entrepreneurial characteristics were those characteristics identified by Fisher and Koch (2004) and reported in their book *The Entrepreneurial College President*.

- *IRS Form 990:* Form 990 is an annual reporting return that certain tax-exempt organizations must file with the Internal Revenue Service. It includes financial information on types and amounts of funds raised, fundraising cost, and net assets for the organization. Tax-exempt organizations with incomes over $25,000 are required to file a Form 990 (GuideStar, 2008).

- *Foundation Net Assets:* An organization's end-of-year fund balance found on IRS Form 990 line 21. Net Assets include total revenue minus total expenses combined with beginning-of-year fund balance (GuideStar, 2008).

- *Major Gift Campaign:* Sometimes called a capital campaign; an organized effort to raise a specific amount of money for a specific project(s) within a specified time frame (McNamara, 1988).

- *Philanthropic Support:* A gift given by a private source in an effort to enhance the well-being of humanity (Stewart, 2006).

- *Private Funds:* Contributions, gifts, and grants received from private sources by a foundation as reported on IRS Form 990 line 1a (GuideStar, *2008*). These funds include individual donors, corporations, and private foundations but not contributions, gifts, or grants from public or government sources.

- *Professional Fundraisers*: Individuals or companies who make their living raising funds for non-profit corporations.

- *Strategic Plan:* A systematic and ongoing activity that an organization uses to anticipate and respond to major decisions facing it during a three- to five-year period beyond the present (Lapin, 2002).

Research Design and Methodology

The research design used for this study utilized a quantitative survey with follow-up interviews. The survey research design was developed based upon the research questions and literature reviewed for the study. The survey was sent to all 16 South Carolina Technical College presidents. Follow-up interviews were conducted with five of the respondents. The interview questions were developed based on a combination of survey responses and the literature reviewed for the research study. Descriptive statistics were used in the analysis of the data for the study.

Delimitations of the Study

Delimitations are the self-imposed boundaries by the researcher. The study focused on fundraising in one specific state, and more specifically, one sector of higher education,

the 16 South Carolina Technical Colleges. The variables included individual and institutional fundraising characteristics as perceived by the respondents. The research design selected for the study was descriptive in nature in an attempt to collect baseline data on fundraising within this specific state and sector.

Significance of the Study

This study may assist the South Carolina Technical Colleges in conducting successful private fundraising campaigns. The study addresses specific characteristics peculiar to South Carolina Technical College presidents and their foundations. The study offers a limited glimpse into funds raised that may be linked to these characteristics. The study also provides direct comments concerning successful fundraising strategies practiced by South Carolina's Technical College presidents.

Organization of the Study

The study continues with Chapter 2, a review of the literature with focus on South Carolina's Technical Colleges' and college presidents' fundraising characteristics. In addition, the literature review includes the theoretical framework, a brief history of fundraising, information on the South Carolina Technical Colleges, and specific fundraising characteristics of college presidents and foundations. Chapter 3 covers the research design and methodology used in the study. The methodology included the use of data collected from administrative and public sources, surveys administered to the college presidents and follow-up interviews with five of the presidents. Chapter 4 provides an

analysis of the findings. This analysis includes a discussion of each survey and interview question. Descriptive statistics are used to present the analysis of the data. Chapter 5 provides conclusions of the findings. This chapter includes a discussion that links the theoretical framework, literature review, and findings of the study. The chapter also offers general recommendations and recommendations for future research.

CHAPTER 2

REVIEW OF THE LITERATURE

The purpose of this chapter is to provide a review of the literature related to presidential fundraising. The following topics are covered in the review of the literature: (a) history of higher education fundraising, (b) history of the South Carolina Technical Colleges' foundations, and (c) a review of factors that affect presidential, institutional, and foundation fundraising at two-year institutions. Entrepreneurial leadership is presented in the literature review as the theoretical framework of the study.

History of Higher Education Fundraising

Higher education has had a long and arduous history in America beginning with the first permanent colonial institution, Harvard University, opening in the summer of 1639 (Cremin, 1997). One historical challenge has been securing the funding necessary for the institutions to grow. Many earlier institutions were affiliated with religious organizations and secured limited operational and capital project money to educate ministers (Cremin, 1997; Cohen, 1998; Rudolph, 1990). Colleges, such as Dartmouth, were able to raise capital project funds to construct facilities to educate the American Indian (Wright, 1997). The colonial government also tried to help fund operational costs and capital projects for colleges. For example, the Massachusetts General Court gave Harvard University money from a tax levee and the revenues from the Charlestown Ferry along with donated land. Likewise, the Virginia legislature gave the College of William and Mary revenue from a tobacco tax and export duties on furs (Cohen, 1998).

These challenges continued after the Revolutionary War with religious organizations and communities often raising the money necessary for the limited construction projects (Cohen, 1998; Potts, 1997). After the Civil War, public funding became more prevalent and endowments grew substantially (Cohen, 1998). Tax laws helped to create private foundations (p. 160). The Morrill Acts of 1862 and 1890, along with the Hatch Act of 1887, saw the real beginning of Federal aid to institutions (Williams, 1997). The Smith-Lever Act of 1914 and Smith-Hughes Act of 1917 continued that trend (Cohen, 1998). In the 1920s, successful athletic programs brought in sizable sums of money that helped to build giant stadiums for sports (p. 164). After World War II, institutions saw a large increase in funding, especially Federal funding for research; however, they saw declines in philanthropy and endowments (Cohen, 1998; Freeland, 1997).

Since the Vietnam War, the percentage of income from state money dropped from 31% to 23% of the revenue and federal money dropped from 16% to 12% of the revenue (Cohen, 1998, p. 392). Philanthropy increased during this same timeframe from 5% to 6% of the revenue with the largest portion coming from alumni (p. 408). During this same time period, undergraduate enrollment increased by 26% and graduate enrollment went up by 36% (p. 319). These two factors placed a strain on most institutions' ability to keep up with the necessary infrastructure, particularly in the form of capital projects.

<center>The South Carolina Technical Colleges</center>

The South Carolina Technical College System began when the South Carolina General Assembly passed Act 323 in 1961 (Morris, 1997). Act 323 called for the formation of the South Carolina Advisory Committee for Technical Education and established rules for the creation of Technical Education Centers. Local governments had to petition the state to get approval for a Technical Education Center. The local government/state partnership called for the state to pay for the staff and faculty; however, the burden of constructing and maintaining the buildings rested with the local government. A total of 16 Technical Education Centers were approved and built between 1962 and 1972 (Morris, 1997).

The first South Carolina Technical College foundation began at Midlands Technical College in 1970, less than ten years after the formation of the college. Several other colleges followed suit: Greenville Technical College in 1973, Aiken Technical College in 1977, and Horry-Georgetown Technical College in 1978. This trend continued until 1995 when Williamsburg Technical College was the last of the 16 colleges to organize a foundation. Denmark Technical College's Foundation has been inactive.

<center>College Donations</center>

One of the fastest growing areas in the fundraising field is the area of the two-year college foundation (Patnode, 1991; Stevenson, 1991). The impact, either positive or negative, a president has on the ability of a community college to run a successful fundraising campaign is generally considered to be crucial (Pichon, 1999). Duronio and Loessin (1991) identified nine factors for effective fundraising in two-year public

<center>13</center>

colleges. These factors were extracted from their research involving case studies

(Johnsen, 1995). The nine factors identified were (p. 24):

1. Aggressive fundraising that is consistent and persistent

2. Realistic assessment of an institution's strengths and likely constituents

3. Strong board and presidential leadership

4. Institutional priorities dedicated to increased commitment to fundraising

5. Modern technology to maintain proper records

6. Internal support for fundraising efforts

7. Well-planned campaign efforts

8. Clarity of institutional image

9. Fundraising based upon pride in the institution

Johnsen (1995) used these nine factors in her research along with an additional

factor identified by Kerns and Witter in 1992 (as cited in Johnsen, 1995). This tenth

factor suggested that a potential avenue for fundraising included the creation of an alumni

association. Johnsen (1995) conducted a case study of three Virginia community colleges

selected because of size and geographical location. These colleges included Piedmont

Virginia Community College, J. Sargeant Reynolds Community College, and Northern

Virginia Community College.

Johnsen developed baseline data through the use of unpublished Virginia

Community College System reports and a fourteen-item questionnaire. The study

included all twenty-three Virginia community colleges. Interviews were conducted using

questions developed from the ten factors stated above. Johnsen interviewed four

individuals at each of the three colleges (the college president, the director of development, a significant donor, and a faculty member). The director of development or individual fulfilling that function selected the donor and faculty member. This early research (Duronio & Loessin, 1991; Johnsen, 1995) did not separate the fundraising leadership role of the president from that of the developmental officer; however, during their interviews, as highlighted in their findings and conclusions, the importance of the president's leadership began to emerge.

Other research placed significant importance on the president's role in fundraising. Pichon (1999) found presidential involvement important during his study of successful fundraising strategies. Pichon stated, "In each interview, participants stressed the impact of presidential involvement and suggested that community college involvement was directly related to the direction and leadership provided by the president" (p. 136). Stevenson's (2001) research also noted the importance of the two-year college president's role in fundraising, stating that the president "symbolizes the institution" (p. 33). He continued by highlighting the president's responsibilities of developing a vision, setting goals for the campaign, making a personal commitment to the fundraising, and making time to meet one-on-one with potential donors.

While most of the literature discussed the important role played by the president, other research examined how the aspects of the president's job and responsibilities directly impact fundraising. McCormick (1994) stated, "Perhaps the most frequently-mentioned 'effort' variable related to the fundraising success is the president's leadership, support and participation in fundraising" (p. 47). McCormick further stated, "The

importance of the president's support in ensuring that the fundraising program is adequately funded and staffed" and that he or she is "personally involved in the fundraising process" (p. 47). McCormick discovered that there is a significant, independent relationship between the combined effort variables and the endowment fundraising outcomes. McNamara (1988) found the importance of the president's role in private fundraising as the central force that leads the college to an enduring future. Anderson (2003) concluded that the ultimate accountability for institutional fundraising is shouldered by the president, and that the lack of presidential efforts can lead to a failed campaign. Anderson also concluded that a successful community college campaign will not occur without the involvement of the college leadership. McNamara (1988) found that lack of commitment from the president was considered an obstacle by foundation directors. Other researchers found that the president's commitment to the fundraising effort was an important factor (Baxter, 1987; Cahill, 2003; Clements, 1990; Cockrum, 2004; Fife, 2004; Perez, 2003; Stewart, 2006; Thomas, 2006; Warnick, 1990).

Other factors that appeared to be important in the literature included the number of fundraising calls made by the president, how the president projects the institution, and the president's willingness to ask for money (McCormick, 1994). Koelkebeck (1994) found that community college presidents associated with successful foundations were more knowledgeable and interested in the subject. Koelkebeck concluded that continuity, length of service, and background of presidential leadership appeared to be common characteristics in instances where there were more successful fundraising efforts. In reviewing these common characteristics and behaviors, Koelkebeck (1994) found that the

most successful presidents were in their positions for approximately 15 years and that these presidents had a background in marketing, public relations, or planning prior to their presidencies. Stewart (2006) found no statistically significant relationships between selected community college presidents' professional characteristics (educational background, professional and civic affiliations, and previous employment experiences) and their level of involvement in fundraising activities.

Stewart (2006) concluded that there were no statistically significant relationships between a community college president's selected personal characteristics (gender, age, and ethnicity) and the level of involvement in fundraising activities. However, in cross tabulations Stewart did find that there was a relationship between certain characteristics such as age, membership in organizations, civic group affiliation, experience on the job, and student enrollment. In addition, Stewart found significant relationships between the foundation and the president's involvement in fundraising activities. Stewart found that presidents over 56 years of age tended to spend 10-20 hours a week on fundraising activities regardless of gender or race. Stewart also found that membership in organizations and civic groups, experience on the job and student enrollments were linked to increased time spent on fundraising activities. While Koelkebeck (1994) found that the amount of time the president spent on fundraising was important, Thomas (2006) concluded that presidential time has little to no correlation with foundation assets. Thomas's research also concluded that the correlation between foundation assets and presidential tenure is weak.

While much of the research showed the significance of the president, Carrier (2002) found no significant relationship between the critical role of the president and foundation revenue. Carrier found that even though survey respondents thought the president played a critical role in the institution's foundation operation, there did not appear to be a link between that critical role and funds raised by the foundation. Carrier acknowledged that her research contradicted the literature specifically regarding two-year colleges.

<div align="center">Institutional Factors</div>

As stated previously, Johnsen's (1995) work included a case study of three Virginia community colleges and was based upon a model of ten factors. Johnsen concluded that all three of the colleges were in agreement that the institutional factors accurately reflected the characteristics for effective fundraising in community colleges. Johnsen's research confirmed that the three fundraising programs were consistent with the ten-factor model at various levels. For the most part, it appeared that size or location did not impact these factors. The only factor that was not reflected by any of the colleges was the alumni association. It was either non-existent or not effective. Johnsen summarized three major factors in her conclusion that formed the basis of her confirmation of the ten factors. These three major institutional factors were: (1) a clearly understood, singular institutional vision incorporating the concepts of image and niche; (2) a development director who has training as a professional fundraiser with sufficient staffing and access to the appropriate technology for functional use; and (3) maintaining a good internal and external communication network. The visioning is best achieved though the strategic

planning process. The president is the best person to articulate this vision to the internal and external communities (Johnsen, 1995).

Institutional factors include institutional image, strategic planning, fundraising cause, internal campaign, sources of contributions, and other institutional factors. These factors may influence the outcome of a fundraising campaign.

Institutional Image

The institutional image was presented in the literature as important in that Schuyler (1997) believed that the effectiveness of a community college foundation was contingent upon that image. Gilmore (1996) called this factor the reputation of the institution. Pichon (1999) believed that image was the most important factor. Further, the importance of image was demonstrated by Tim Burcham when he raised $43.2 million in a five-year campaign for the Kentucky Community College System by effectively selling the system's image as a community resource (Van Der Werf, 1999). Burcham (1999) stated, "Our main source is the community because they are benefiting from our presence" (p. A42). Keener, Ryan, and Smith (1991) believed that there are several important elements in creating a positive institutional image. The researchers postulated that involvement of the president, faculty, and staff in the community, experience of local employers with students, responsiveness to the needs of the community, an attractive campus, and most importantly, the quality of education received from the college are the most significant elements in creating a positive image.

In a six-year study, the Council for the Advancement and Support for Education found that institutional image was one of two characteristics shared by the colleges most successful in fundraising, the other being a strong marketing program (Schuyler, 1997). Anderson (2003) and McCormick (1994) also found a relationship between the institution's image or reputation and the ability to raise money.

Strategic Planning

Strategic planning appeared to be a major factor that affected fundraising. For example, the Clements Group, a leader in the field of community college fundraising, provided services in assisting a college in producing a strategic plan. The Clements Group executed a process called external environmental scanning and forecasting. This helped to forecast external trends that were combined with internal data to create a strategic plan that included a vision, mission statement, and set of strategic goals. This plan became the basis for a resource plan and resources (capital and non-capital) required for the future needs of the community college were identified (Lapin, 2002). The Clements Group currently has a customer base of over 250 community colleges, including nine South Carolina Technical Colleges (Aiken Technical College, Florence-Darlington Technical College, Greenville Technical College, Horry-Georgetown Technical College, Midlands Technical College, Orangeburg-Calhoun Technical College, Spartanburg Technical College, Technical College of the Low Country, and Trident Technical College).

Several two-year colleges have used strategic planning. Examples included Westark Community College, Miami-Dade Community College, and Greenville

Technical College. The Council for the Advancement and Support for Education

recognized Westark Community College three times over a 12-year period for its

successes in fundraising (Weir, 2002). In 1999, Miami-Dade Community College had the

second largest two-year college endowment with a value of $131 million. In 2003,

Greenville Technical College raised over $7.3 million, topping the Rand Corporation list

for the most money raised that year by a public two-year college (Kaplin, 2004). Several

researchers concluded that adequate planning was an important factor to effective

fundraising, with strategic planning as an integral component (Koelkebeck, 1994; Pichon,

1999; Stewart, 2006).

Fundraising Cause

What a college is raising money for, or the cause, appears to be a factor in the literature

associated with fundraising. The literature reviewed suggested that the strategic plan will

aid in identifying the need, but in fundraising all needs are not seen equally by the

community (Fife, 2004; Hay, 1987; Warnick, 1990; Weir, 2002). At Westark Community

College, initial surveys found that the public would not support a fundraising campaign to

build facilities because they felt that facilities should be paid for by the state legislature

(Weir, 2002). Warnick (1990) found that raising money for scholarships and other

priority needs was a key characteristic associated with fundraising success. Hay (1987)

found that the two most important uses of funds were to provide student financial aid and

to provide money for faculty and staff development. Patnode (1991) suggested that two-

year colleges should diversify their fundraising campaigns to include items, such as funds

for disabled students, the library, athletics, campus radio or television stations, academic divisions, senior citizen funds, the performing arts, museums, or similar facilities on campus.

Internal Campaign

Financial commitment made by those working for the college (in-house campaigns) including the leadership, faculty and staff, and members of the foundation, is important to fundraising efforts (McCormick, 1994; McNamara, 1988; Warnick, 1990). Patnode (1991) surmised that a board dominated by non-givers can hardly generate gifts from others. Campaigns beginning with in-house commitments can give the college fuel when approaching the community. For example, employees at Maricopa Community College District pledged $1.2 million during a $12 million fund-raising campaign (Van Der Werf, 1999).

The in-house campaign included the various board members and trustees. Trustee involvement in the campaign, both in their giving and time, were found significant in overall campaign success (Anderson, 2003; Carrier, 2002; Gilmore, 1996; Koelkebeck, 1994). Anderson (2003) concluded that each board member should be involved in the fundraising process, including personal financial donations, and that a college should recruit board members who can and will participate. Failure of meeting campaign goals can occur when board members are not involved (Anderson, 2003). While most research has shown the importance of board involvement, Duronio and Loessin (1991) found that trustee involvement was not a significant factor. Nevertheless, Cahill (2003) and

McNamara (1988) also emphasized the role of the trustees and the foundation board in their giving and efforts.

Sources of Contributions

The sources of contributions to two-year colleges were found to be generally more localized (Patnode, 1991). While alumni are targets for both four-year and two-year institutions, the four-year colleges received approximately 18% of their support from alumni while the two-year colleges received approximately 4% (Patnode, 1991). Community college graduates often go on to a four-year college where they frequently "find themselves having greater loyalty to their four-year alma mater than to their two-year college" (Patnode, 1991, p. 34). Gilmore (1996) and Stewart (2006) concluded that community colleges have a difficult time in developing and maintaining an alumni base, which ultimately hurts that source for fundraising. However, Van Der Werf (1999) found that a current two-year college student is as likely to contribute to the community college as an alumnus of a four-year institution. Van Der Werf asserted that more community college graduates have the financial resources to contribute, but this source is often not pursued. Community colleges rely more on local entities rather than large foundations, with the bulk of their support coming from corporations (Perez, 2003; Van Der Werf, 1999). Perez (2003) suggested that "Partnerships form the bedrock of a successful community-college development program because they prepare the way for the corporate partner to invest in the college" (p. 4). Fife (2004) concluded in his research that 78.64%

of foundation income came from two sources: business and industry, and individuals not alumni (p. 86).

Other Institutional Factors

Researchers found no significant relationship between the size of the institution and fundraising ability (Clements, 1990; Gilmore, 1996; Ironfield, 1991; Thomas, 2006). Thomas (2006) also concluded that enrollment size had "no predictive values at all for the colleges responding to the survey in his study" (p. 68). Other researchers concluded that there was a relationship between the institution's size and funds raised; however, their research was on four-year institutions (Williams, 1992; Woods, 1987). Maples (1980) found that community colleges with more than 4,000 FTEs raised more money than smaller community colleges. Carrier (2002) concluded that college size was positively and significantly related to foundation revenue. However, Carrier also suggested that urban or rural locations were not factors, stating, "The college's geographic location, alone, may not provide the depth of information needed to determine such access to resources" (p. 74). Fife (2004) postulated that the size of the college was a predictor of fundraising capability. Fife found that as colleges became more urban, total foundation income increased. Koelkebeck (1994) balanced the size factor by evaluating the college's fundraising ability by funds raised per FTE, concluding that "Funds raised per student, is a direct measure of success" (p. 133). Koelkebeck believed that this method eliminated the bias introduced by institutional size, providing a comparable measure for community colleges of all sizes. If funds raised per FTE follow the empirical

rule of a mound-shaped histogram, 68% of the colleges would be within the standard deviation (Ott and Longnecker, 2001).

No significant relationships between fundraising and the age of the institution were found in the literature (Clements, 1990; Gilmore, 1996; Koelkebeck, 1994; Thomas, 2006). McCormick (1994) concluded that larger, older and wealthier community colleges did not necessarily raise more endowment funds than smaller, younger and less wealthy colleges. McCormick also concluded that community colleges with a longer fundraising history raised more endowment funds than institutions with a shorter fundraising history.

Foundational Factors

The need for professional fundraisers was found to be critical as well as a complex issue (Cook, 1997). Familiarity with tax laws, estate planning, planned giving, and other technical aspects of fundraising requires a professional staff (Cook, 1997). Elson Straham, who raised over $50 million for Clark College, told Dee Finken (2003) in an interview that "This job has to be taken seriously," and should not have within its job description "and other duties assigned" (p. 9). Thomas (2006) concluded that there is a positive correlation in foundation assets and staffing. Thomas stated, "This relationship is even stronger at colleges where there is full-time leadership for the foundation" (p. 67). Anderson (2003) concluded that a campaign's success was very dependent on having a full-time development officer. Cahill (2003) attributed the success of Marian College's $16.9 million campaign to the college's president and chief development officer. While most literature suggested a relationship between staffing and successful fundraising,

McCormick (1994) deduced that a conclusion could not be drawn regarding the relationship between staffing and outcomes.

Gilmore (1996) found a positive relationship between funding and staffing for the development office; however, she found no correlation between state appropriations and fundraising. Thomas (2006) concluded the strongest correlation between variables was between foundation assets and the number of foundation employees measured as full-time equivalents. Anderson (2003) surmised that proper allocation of adequate resources to institutional advancement is essential and affordable. Other studies showed no significant relationship between foundation operating budget and foundation revenue (Carrier, 2002; Fife, 2004; Gilmore, 1996).

Thomas (2006) concluded that the age of the foundation accounted for differences in foundation assets. Thomas did not suggest that foundation age was a factor in a college's ability to raise funds. Fife (2004) found no correlation between the foundation's age and annual funds raised.

Donor management by the foundation office appeared to make a significant difference in successful fundraising. Prompt responses to donor requests, donor recognition, and cultivation were found to be significant factors (Anderson, 2003). Use of volunteers was another foundation factor identified in the literature (Cahill, 2003; Gilmore, 1996; McNamara, 1988).

Entrepreneurial Leadership

Entrepreneurialism provides a theoretical framework for the study as it relates to doing new things in fundraising or viewing fundraising differently than in the past. Emphasis is placed on a president's effort to take risks in pursuing innovative activities, abandoning ineffective organizational structures as they relate to efficiencies, violating old or conventional ways of doing business, and focusing on viable partnerships that create practical financial partnerships (Eldredge, 1999; Fisher & Koch, 2001; Roueche & Jones, 2005).

The entrepreneurial college president was a focus of research by Fisher and Koch (2004). Their work extended earlier research by Fisher, Wheeler, and Tack (1988) that centered on finding links between effective presidents and specific behavioral traits as measured by *The Effective Leadership Inventory.* Fisher and Koch (2004) focused substantially on the entrepreneurial attitudes and behaviors of presidents, and how these specific characteristics can affect presidential success.

Fisher and Koch (2004) used the definition of an entrepreneurial president as individuals who undertake activities involving risk and uncertainty. They received 713 surveys from throughout the country, dividing presidents into two groups (effective and representative). Effective presidents were those presidents chosen by their peers within the survey as especially effective and especially successful. Representative presidents included everyone not selected as effective. The fundamental question of their research was, "Are the effective presidents different than the representative presidents?" (p. 7).

While *The Effective Leadership Survey* looks at numerous behavioral factors, Fisher and

Koch concluded with statistical significance the following:

1. Effective leaders take risks

2. Effective leaders do not believe heavily in organizational structure

3. Effective leaders frequently violate the status quo

4. Effective leaders frequently conclude partnerships with business and
   government agencies

Fisher and Koch's results included 28.2% of the respondents from two-year institutions

(p. 37).

Roueche and Jones (2005) stressed the importance of an entrepreneurial attitude

in community colleges. The authors presented a series of articles written by or about

community college presidents who personified the four characteristics highlighted by

Fisher and Koch (2004). These "effective" presidents were involved heavily in

fundraising. One of these presidents was Thomas Barton of Greenville Technical College

in South Carolina.

The association between "effective" presidents and fundraising was linked to

effective leadership in advancement of the college's fundraising efforts (Eldredge, 1999).

Eldredge's research focused on effectiveness in terms of transformational leadership.

Eldredge found that presidents of institutions facing minimal increases in appropriations

and tuition needed to manage entrepreneurially if they were to maintain a viable

educational environment.

Summary

A review of the literature suggested that presidential leadership is a significant factor in a community college's ability to raise funds. The literature emphasized the importance of the president in the fundraising process (Pichon, 1999; Stevenson, 2001). Johnsen (1995) suggested that the president is the best person to articulate a vision to the internal and external communities. Further, the president is a critical factor and must take an active role in all aspects of fundraising. The president's commitment in time and effort as well as his or her ability to develop a vision for the college appeared to be significant factors. The amount of time in office appeared to be more significant than the president's age.

Concerning institutional factors, the literature placed emphasis on creating a strategic plan which would incorporate factors of aggressive fundraising that are consistent and persistent, provide a realistic assessment of an institution's strengths and likely constituents, provide clarity of institutional image, and focus on institutional priorities dedicated to increased commitment to fundraising and well-planned campaign efforts. The plan should also incorporate Johnsen's factors of a clearly understood, singular institutional vision incorporating the concepts of image and niche. The fundraising cause appeared to be a significant factor in the ability of a community college to be successful. In addition, the in-house campaign appears to be a major factor in the overall success of a fundraising campaign. This included both the employees and the various board members. The potential sources may be indicators of possible success impacted by location as to urban or rural. The size of the institution as determined by

FTEs appeared to be a factor; however, location may impact an institution's size in that, generally, urban colleges have a larger FTE count. Therefore, as noted by Koelkebeck (1994), a more reliable method to compare colleges is funds raised per FTE. The literature strongly supported the importance of the foundation director, staffing the foundation office, and properly funding the foundation office. The foundation's age surfaced as a factor in total assets but not a factor in annual funds raised.

Finally, research linked theoretical underpinnings of entrepreneurial leadership characteristics with fundraising. One study focused specifically on the four entrepreneurial traits of effective presidents found by Fisher and Koch (2004). These four entrepreneurial traits include leaders willing to take risks, leaders who do not believe heavily in organizational structure, leaders who frequently violate the status quo, and leaders who frequently conclude partnerships with business and government agencies.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

The purpose of the study was to explore fundraising at South Carolina's Technical

Colleges and, particularly, presidential characteristics and practices along with various

institutional characteristics and strategies for fundraising success. This chapter provides a

description of the research design and methodology used for the study. The study

includes general information on all 16 South Carolina Technical Colleges, information

from IRS Form 990s on 15 of these colleges, the results of survey responses from 12

colleges, and follow-up interview responses from five of the presidents.

The selection of the research design and methodology was based on the nature of

the following research questions.

1. What are the financial characteristics related to fundraising of South Carolina's Technical Colleges as reported on Internal Revenue Service Form 990 over a three-year period?

2. What are the demographic characteristics of presidents engaged in fundraising at two-year technical colleges in South Carolina?

3. What do presidents perceive as their fundraising behaviors at the two-year technical colleges in South Carolina?

4. What are the perceptions of the presidents of two-year colleges in South Carolina regarding the organization and effectiveness of their foundation offices?

5. What fundraising campaign strategies do presidents offer associated with successful fundraising at two-year technical colleges in South Carolina?

Research Design

The research design of the study was mixed method with a quantitative survey followed by participant interviews. Gall, Gall, & Borg, 1999 stated, "Descriptive research involves the collection and analysis of quantitative data in order to develop a precise description of a sample's behavior or characteristics" (p. 173). The research design included the following variables: (a) financial and enrollment data related to fundraising, (b) presidents' demographic data, (c) presidential fundraising behaviors, (d) foundation fundraising behaviors, and (e) fundraising strategies.

The conceptual framework of the study (Figure 1) centered on connecting the participants to the research questions through survey research using a survey and interview protocol. According to Gall, Gall & Borg (1999), survey research can employ both surveys to extract data from the larger sample with a follow-up interview on a smaller sample to collect more in-depth or detailed information. The survey collected information on (a) the perceptions of presidents regarding their behaviors, (b) demographic information, (c) fundraising behaviors, and (d) foundation behaviors and characteristics. Follow-up interviews with five of the responding participants were used to determine presidential fundraising strategies. The interviews were performed with the assistance of an interview guide. Patton (1990) stated that an interview guide is a list of questions that will be asked in the interview, and enhances the likelihood that the same information is collected from each interviewee.

The Participants

The survey and interview participants in this study were determined to be all 16 South

Carolina Technical College presidents. Twelve of the 16 presidents responded to the

survey. Those not responding to the survey were contacted a total of three times. The

survey response rate was 75%.

Instruments

This study employed two instruments in the collection of data. Surveys were sent to all

16 South Carolina Technical College presidents. Interview questions were developed as a

follow-up to the survey.

The Survey (Appendix A)

The survey was designed consistent with the variables identified in prior research and

was intended to elicit specific information from the participants. A panel of experts

reviewed the survey for face validity. The survey was written with the intent to be

completed with limited time requirements from the participants in an effort to achieve a

higher participation rate. In testing, the survey completion time was under ten minutes. A

pilot study was conducted on two-year college presidents not connected with the study.

     The survey was constructed in three parts; each part corresponded with a research

question. Part I collected professional and demographic data through a series of 15

questions; Part II collected data on perceptions of presidents regarding their fundraising

behaviors, their perception of what legacy factors are of importance to them as a

president, and a question on their perception of their leadership styles through a series of 7 questions; and Part III collected data on the presidents' perceptions of development/foundation offices associated with fundraising for their college through a series of 17 questions.

Part I: Professional and Personal Data

In Part I of the survey participants answered questions concerning demographic characteristics.

1. Degrees earned including the level of degree (Doctorate, Master's, Baccalaureate) and Major.

2. Previous experience in higher education: Options for positions held prior to becoming a president included (a) Senior Vice President, (b) Vice President of Academic Affairs, (c) Vice President of Student Services, (d) Vice President of Business, (e) Vice President of Development, (f) Academic Dean, (g) Dean Other, (h) Director, (i) Department Chair, and (j) Instructor.

3. Last position held prior to first presidency.

4. Total years in higher education administration.

5. Total years in higher education.

6. Total years of experience outside higher education.

7. Total years in presidential position.

8. Total years experience in fundraising.

9. Age upon assumption of first presidency.

10. Total years in current presidency.

11. Age.

12. Gender.

13. Race/ethnic background with options including (a) Black or African American, (b) American Indian or Alaskan Native, (c) Asian, (d) White/Non-Hispanic, (e) Hispanic, and (f) Other

14. Current marital status with options including (a) never married, (b) divorced, (c) widowed, and (d) married.

15. If married, do you consider your spouse an integral part of your leadership team?

Part II: Fundraising Characteristics of the President

Part II of the survey was designed to gather information on the behaviors displayed by the presidents during their fundraising. Questions 1-4 centered on time spent in various activities; Question 5 focused on where the presidents place their fundraising emphasis; Question 6 was a legacy question and was intended to discover where the president sees fundraising compared to other legacy factors; and Question 7 dealt with the leadership linked to entrepreneurial characteristics. Part II of the survey consisted of seven questions.

1. As a college president, I spend an average of ___ hours of my time each week engaged in fundraising activity. Options for answering this question included (a) less than 5, (b) 5 to 10, (c) 11-20, and (d) over 20.

2. As a college president, I spend an average of ___ hours of my time each week with the developmental staff. Options for answering this question included (a) less than 5, (b) 5 to 10, (c) 11-20, and (d) over 20.

3. As a college president, I spend an average of __ hours in preparation prior to meeting with a prospect. Options for answering this question included (a) less than 1, (b) 1 to 2, (c) 3 to 5, and (d) over 5.

4. As a college president, I spend an average of __ hours with a prospect when asking for a gift. Options for answering this question included (a) less than 1, (b) 1 to 2, (c) 3 to 5, and (d) over 5.

5. As a college president, I believe my fundraising time is best spent with _____. Presidents selected a number between 1 and 5 (1 being least valuable and 5 being most valuable) for each of the following areas (a) alumni, (b) trustees, (c) individual donors, (d) major donors ($10,000+), (e) corporate donors, (f) government, (g) discussions with staff, and (h) planning and thinking.

6. As a college president, I believe that a significant indicator of success or effectiveness of a president is _____. The presidents were asked to rank the importance of each specific indicator of a successful administration between 1 and 5 (1 being of little significance and 5 being of great significance). The indicators were (a) amount of total gifts raised, (b) amount of endowments raised, (c) image of the institution, (d) a strong administrative team, (e) a strong faculty, (f) board/administration relations, (g) community relations, and (h) commitment to the mission.

7. As a college president, how would you rate the following statements as it pertains to your leadership style? The presidents were asked to rate themselves on the four entrepreneurial characteristics using a scale of 1 to 5 (1 being not your style and 5 being very much your style). The entrepreneurial statements were (a) I am a risk taker, (b) I believe heavily in the organizational structure, (c) I frequently violate the status quo, and (d) I frequently conclude partnerships with business and industry.

Part III: Development Office/Foundation Campaign Data

Part III of the survey was designed to gather data on the presidents' perceptions of their development/foundation office and successful fundraising characteristics. Part III of the survey consisted of 17 questions.

1. Do you believe that your development office/foundation has been aggressive in its fundraising efforts; that is, has it initiated contacts with prospective donors, maintained that contact, and made requests for gifts on a regular basis? Presidents were asked to answer with a yes or no response.

2. Did you or your development/foundation staff conduct an assessment of your institution's strengths and weaknesses prior to conducting your last campaign? Presidents were asked to answer with a yes or no response.

3. If yes, did you feel that this assessment was accurate? Presidents were asked to answer with a yes or no response.

4. Have you or your development/foundation staff made an assessment of likely constituents to approach? Presidents were asked to answer with a yes or no response.

5. If yes, do you feel that this list was comprehensive? Presidents were asked to answer with a yes or no response.

6. Does your Board of Trustees show strong leadership in fundraising for the college? Presidents were asked to answer with a yes or no response.

7. Does your development office/foundation have the modern technology necessary to maintain adequate records and provide needed information on donors and potential donors? Presidents were asked to answer with a yes or no response.

8. Did your institution conduct an in-house (within the institution) campaign preceding its public effort? Presidents were asked to answer with a yes or no response.

9. If yes, what percentage of the total trustees, administration, staff, and faculty contributed to the in-house campaign? Options for response included (a) 0%-25%, (b) 26%-50%, (c) 51%-75%, and (d) 76%-100%.

10. Does your college have a well-defined and positive image within the community you serve? Presidents were asked to answer with a yes or no response.

11. Does your college have a distinctive niche within the educational community? Presidents were asked to answer with a yes or no response.

12. Have you conducted a major gift campaign? (If no, please skip to question 16) Presidents were asked to answer with a yes or no response.

13. If yes, did you hire external consultants to assist in your last major gift campaign? Presidents were asked to answer with a yes or no response.

14. If a campaign was conducted, was a feasibility study conducted prior to the campaign? Presidents were asked to answer with a yes or no response.

15. If yes, was the result constant with the actual funds raised? Presidents were asked to answer with a yes or no response.

16. Do you have an active alumni association? Presidents were asked to answer with a yes or no response.

17. If yes, does it take an active role in raising funds for the college? Presidents were asked to answer with a yes or no response.

The Interview Guide (Appendix B)

The interview guide was designed to collect data that complemented the surveys. The interviews addressed the fifth research question: What fundraising campaign strategies are associated with successful fundraising at two-year technical colleges in South Carolina? The questions were created based upon the literature to elicit responses that identified successful fundraising campaign strategies. The interview guide consisted of six questions.

1. How do you shape compelling reasons for philanthropic support?

2. What brings gifts to an institution?

3. What is the most important aspect of any fundraising campaign?

4. What presidential characteristic or trait is the most important to a successful fundraising campaign?

5. What institutional characteristic is the most important to a successful fundraising campaign?

6. What foundation characteristic is the most important to a successful fundraising campaign?

<u>Data Collection</u>

Institutional Fundraising and FTE Data

During the process of collecting data, institutional fundraising and enrollment data were also collected. Data were collected from the South Carolina Technical College System Office on FTE enrollment and financial data. The data were collected electronically following the researcher's request to the South Carolina State Board for Technical and Comprehensive Education. The FTE data were for fiscal years 2004 through 2006.

IRS Form 990s were collected on 15 of the 16 South Carolina Technical Colleges. These data were collected for fiscal years 2004 through 2006, corresponding with the FTE enrollment data. The researcher used GuideStar, an internet repository for information on nonprofit organizations. GuideStar posted IRS Form 990s on all of nonprofit entities after they were filed. In limited cases, these forms were not yet posted and were not available in GuideStar. In these situations, the individual technical college foundations were contacted by phone or email to receive page one of the missing year. IRS Form 990 was not available for one college. Specific information collected from IRS Form 990 included (a) line 1a direct public support for tax years 2004 and 2005, (b) line 1a contributions to donor advised funds and 2a direct public support, as these lines were split in 2006 from line 1a in previous years, (c) line 15 fundraising expenses, and (d) line 21 net assets of fund balance at the end of year.

Survey Data

Data were collected using the survey described previously. The surveys were mailed to the presidents of all 16 South Carolina Technical Colleges along with self-addressed and stamped envelopes to be used by the presidents to return the surveys. Surveys were coded in an effort to allow the researcher to know which presidents returned the surveys. A total of 12 completed surveys were received.

Surveys were initially mailed in mid-October of 2007 with a self-addressed and stamped envelope. Surveys were allowed a week travel time each direction and two weeks for the president to complete the survey. Ten surveys were returned after the first mailing. The second mailing was sent in mid-November to the non-respondents, again with a self-addressed and stamped envelope. One survey was returned in January as a result of the second mailing. A final attempt was made in early April when emails were sent to the remaining five presidents along with a digital copy of the survey and a return fax number. One president returned the survey by fax that same day. Another president responded that she was having the survey faxed; however, the fax was never received. These efforts resulted in a total of 12 surveys being received.

Interviews

Data were collected by interviews from five of the presidents. The five presidents were selected from colleges that returned the surveys. Criteria for selection included presidents whose colleges were represented from large, medium, small, and very small communities. Four of the five presidents had conducted major gift campaigns. Three of

the presidents had raised funds per FTE over the mean for all colleges in the System, and two raised fewer funds than the mean. The selected participants for the interviews included presidents that were at their current institutions for three or more years and presidents that showed a mixture of fundraising success as determined by funds raised per FTE.

The interviews took place during the last half of June, 2008. Interviews lasted approximately 10 minutes per telephone call and followed the interview guide, with additional questions to clarify responses. An additional interview was conducted with Al Hove, a senior consultant with the Clements Group on June 19, 2008. The interview with Al Hove was conducted to complement presidential responses.

<p style="text-align:center">Data Analysis</p>

Collection of Data

The collected FTE data along with the data on fundraising collected from the IRS Form 990s were averaged over a three-year period (Koelkebeck, 1994). This average created a standardized computation for colleges, eliminating biases of size and locations. According to Koelkebeck (1994), using funds raised per FTE "eliminates the bias introduced by institutional size, providing a comparable measure for community colleges of all sizes" (p. 133). Funds raised per FTE data are presented on 15 of the 16 South Carolina Technical Colleges regardless of whether they completed a survey. Although FTE and foundation data are public information, pseudonyms were assigned to colleges in a non-ranked listing. College names are replaced with identifiers, College 1-15.

Surveys

Data were analyzed on each individual survey response. Survey data are presented in table format with summaries. Tables with unit scales include the frequency, mean, and, if applicable, standard deviation. Occasional mean and median comparisons allowed the researcher to determine in which direction the information was skewed. Tables without unit scales included percentages to present the data.

According to Ott and Longnecker (2001), the mean is the arithmetic average of the measurements of a data set and the median is the central value of that data base (p. 77). The relationship between the mean and the median can be compared by the skewness of the data base. If the data distribution is completely symmetrical then the mean and the median are the same. When the distribution of the data is not completely symmetrical the distribution is considered skewed towards the direction of the longer tail. The median will be closer to the center and the mean will be closer to the longer tail showing skewness in that direction (p. 76).

Standard deviation measures the population variability using the same units of measurement as the original data (p. 88). The standard deviation is the variance from the mean of the data set. When the standard deviation is added or subtracted from the mean, it shows what data fall outside of the normal variability of the population.

Percentages were used to present descriptive data from 28 questions. These data sets included questions 1-3 and 12-15 in Part I, questions 1-4 in Part II, and questions 1-17 in Part III. The data sets presenting frequency and mean include 11 questions. These data sets include questions 4-11 in Part I, questions 5-7 in Part II, and none in Part III.

Interviews

The interview responses are presented in summary format. The responses were analyzed for emergent themes. Responses were coded and organized into emerging themes for frequency. Frequencies of responses were also organized by effective fundraising presidents and less effective fundraising presidents to establish possible differences and similarities between the two groups.

<u>Summary</u>

The purpose of this Chapter was to present the research design and methodology used in the study. The data were collected using three primary methods. First, institutional and fundraising data were collected from IRS Form 990s from fiscal years 2004 through 2006. FTE enrollment data were collected from the South Carolina State Board for Technical and Comprehensive Education. Second, data were collected using a survey administered to the 16 college presidents. Twelve of the 16 South Carolina Technical College presidents responded to that survey for a 75% response rate. Third, data were collected through interviews with five of the responding presidents.

Data were analyzed using descriptive statistics of collected information from the various data. Data were presented in table format followed by a brief summary explaining the data. Survey data were presented with means and standard deviations when possible or by percentages. Interview responses were presented in a summary format with emergent themes.

CHAPTER 4

PRESENTATION OF FINDINGS

The purpose of this chapter is to present the findings from the study. The Chapter

includes general information on all 16 South Carolina Technical Colleges, data from IRS

Form 990s on 15 of these colleges, the results of the survey data from 12 colleges, and

the summation of follow-up interview responses from 5 of the presidents who completed

the survey.

The primary purpose of the research study was to explore presidential fundraising

activities of the colleges and their foundations. More specifically, the researcher sought to

determine presidential demographics, presidential perceptions regarding fundraising

behaviors, and foundation behaviors and characteristics associated with fundraising at the

two-year technical colleges in South Carolina.

The Chapter begins with an analysis of the fundraising data followed by an

analysis of the data for each of the research questions that guided the study.

1. What are the financial characteristics related to fundraising of South
   Carolina's Technical Colleges as reported on Internal Revenue Service Form
   990 over a three-year period?

2. What are the demographic characteristics of presidents engaged in fundraising
   at two-year technical colleges in South Carolina?

3. What do presidents perceive as their fundraising behaviors at the two-year
   technical colleges in South Carolina?

4. What are the perceptions of the presidents of two-year colleges in South
   Carolina regarding the organization and effectiveness of their foundation
   offices?

5. What fundraising campaign strategies do presidents offer associated with
   successful fundraising at two-year technical colleges in South Carolina?

South Carolina's Technical Colleges

Data from the colleges of the South Carolina Technical College System were used in this study. Table 1 shows the year the individual colleges and the foundations were formed.

Table 1. Year Technical College and College Foundation Founded

Institution	College founded	Foundation founded
College 1	1966	1975
College 2	1972	1977
College 3	1969	1983
College 4	1968	1977
College 5	1964	1975
College 6	1964	1979
College 7	1968	1979
College 8	1964	1983
College 9	1963	1991
College 10	1963	1982
College 11	1963	1970
College 12	1971	1995
College 13	1966	1978
College 14	1963	1977
College 15	1962	1973
College 16	1969	----

Note. Dashes indicate that this information was not available from the college.

All of the South Carolina Technical Colleges were founded between 1963 and 1972. All foundations were founded between 1977 and 1991.

Enrollment Data

The South Carolina Higher Education Statistical Abstract (2007) reports statistical data on all institutions of higher education in South Carolina including fall headcount enrollment, fall FTE enrollment, tuition data, and state funding data. Table 2 shows the five-year fall headcount enrollment for South Carolina Technical Colleges taken from the South Carolina Statistical Abstract (2007).

Table 2. Five-Year Fall Headcount Enrollment at South Carolina Technical Colleges

Institution	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
College 1	4,911	5,031	4,592	4,449	4,592
College 2	2,455	2,503	2,476	2,506	2,442
College 3	1,766	1,796	1,683	1,689	1,814
College 4	2,279	2,491	2,488	2,448	2,377
College 5	11,251	11,791	11,795	11,407	11,808
College 6	4,041	4,009	4,241	4,241	3,957
College 7	994	1,098	1,114	1,043	964
College 8	4,064	4,171	3,937	4,153	4,263
College 9	3,871	4,123	4,095	4,409	4,278
College 10	4,125	4,548	4,709	4,645	4,753
College 11	10,347	10,925	10,710	10,779	10,849
College 12	517	595	579	585	578
College 13	4,562	5,172	5,029	5,362	5,433
College 14	3,265	3,191	3,259	3,244	2,931
College 15	12,043	12,516	13,489	13,357	13,893
College 16	1,404	1,464	1,423	1,408	1,377
Total	71,895	75,424	75,628	75,725	76,309

Total fall headcount enrollment of all South Carolina Technical Colleges grew from 71,895 in the fall of 2002 to 76,309 in the fall of 2006, representing a 6.1% growth rate (p. 24).

Table 3 shows the five-year fall FTE enrollment for South Carolina Technical Colleges taken from the South Carolina Statistical Abstract (2007).

Table 3. Five-Year Fall FTE Enrollment at South Carolina Technical Colleges

Institution	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
College 1	3,094	3,132	2,877	2,882	2,948
College 2	1,585	1,619	1,634	1,576	1,568
College 3	1,017	1,117	1,066	1,033	1,128
College 4	1,627	1,780	1,782	1,729	1,627
College 5	7,054	7,436	7,427	7,112	7,300
College 6	2,683	2,727	2,836	2,891	2,687
College 7	672	748	726	703	636
College 8	2,526	2,688	2,593	2,731	2,763
College 9	2,613	2,781	2,827	3,109	2,925
College 10	2,766	3,048	3,175	3,147	3,293
College 11	6,527	6,922	6,846	6,816	6,930
College 12	321	370	342	362	363
College 13	2,930	3,366	3,334	3,502	3,435
College 14	1,890	1,803	1,829	1,770	1,658
College 15	7,086	7,534	8,283	8,040	8,349
College 16	1,233	1,232	1,095	1,170	1,144
Total	45,596	48,302	48,672	48,572	48,755

Total fall FTE enrollment of all South Carolina Technical Colleges grew from

45,596 in the fall of 2002 to 48,755 in the fall of 2006, representing a 6.9% growth rate

(p. 19).

Table 4 shows the five-year comparison of state appropriations for the South

Carolina Technical Colleges from 2002 to 2006.

Table 4. Five-Year State Appropriations for all South Carolina Technical Colleges

Year	State Appropriations
2002	$145,806,472
2003	$130,180,834
2004	$136,047,422
2005	$141,520,182
2006	$149,420,427

Total state appropriations for all South Carolina Technical Colleges grew from

$145,806,472 in 2002 to $149,420,427 in 2006, representing a 2.3% growth rate (p. 111).

Table 5 shows the five-year comparison of average tuition and fees for all full-

time in-state students at South Carolina Technical Colleges.

Table 5. Five-Year State Average Cost of Tuition and Fees at South Carolina Technical
Colleges

Year	Cost of Tuition and Fees
2002	$2,129
2003	$2,537
2004	$2,708
2005	$2,834
2006	$2,956

Total average tuition and fees for all full-time in-state students at South Carolina

Technical Colleges grew from $2,129 in 2002 to $2,956 in 2006, representing a 3.9%

growth rate (p. 96).

In summary, during the five-year period from 2002 through 2006, fall headcount

enrollment grew by 6.1%, fall FTE enrollment grew by 6.9%, while state appropriations

grew by 2.3%.

Institutional Fundraising and FTE Data

The following are the findings related to Research Question 1.

> *Research Question 1: What are the financial characteristics related to*
>
> *fundraising of South Carolina's Technical Colleges as reported on*
>
> *Internal Revenue Service Form 990 over a three-year period?*

The South Carolina Technical College foundations that receive more than $25,000 in a year are required to submit Form 990 to the Internal Revenue Service (GuideStar, 2008). GuideStar is an online repository of Form 990s for non-profit foundations. IRS Form 990s were used to collect information on 15 of 16 South Carolina Technical Colleges over a three-year period from fiscal year 2004 through 2006.

Data collected from IRS Form 990 included funds raised for the current year (line 1a for years 2004 and 2005; line 1a and 1b for 2006). Information was collected on cost of fundraising activities from line 15, and total end-of-year net assets from line 21. One South Carolina Technical College foundation had not completed an IRS Form 990 during this period; consequently, data from this college were not available for this study.

Table 6 provides a display of the South Carolina Technical College foundations' end-of-year net assets over a three-year period from 2004-2006 (GuideStar, 2008).

Table 6. South Carolina Technical Colleges End-of-Year Net Assets from 2004-2006

Institution	2004	2005	2006
College 1	$5,420,645.00	$6,187,786.00	$7,362,476.00
College 2	$4,291,410.00	$4,279,703.00	$4,446,318.00
College 3	$684,772.00	$791,244.00	$822,503.00
College 4	$1,207,357.00	$1,496,705.00	$1,622,291.00
College 5	$5,646,435.00	$5,918,883.00	$5,894,988.00
College 6	$1,866,403.00	$1,748,742.00	$1,624,012.00
College 7	$232,991.00	$288,075.00	$307,447.00
College 8	$4,987,406.00	$5,811,491.00	$6,770,970.00
College 9	$1,561,468.00	$1,607,737.00	$1,568,458.00
College 10	$13,605,475.00	$14,982,528.00	$17,669,381.00
College 11	$5,425,271.00	$5,437,576.00	$6,025,781.00
College 12	$152,713.00	$200,418.00	$256,570.00
College 13	$4,682,523.00	$5,660,700.00	$6,597,117.00
College 14	$1,204,026.00	$1,270,804.00	$3,008,362.00
College 15	$10,497,759.00	$10,563,917.00	$11,025,920.00
M[a]	$4,097,752.93	$4,416,420.60	$5,000,172.93

[a]Mean by Year for All Colleges' Net Assets

College 10 appears to have the highest net assets ($17,669,381.00) at the end of

2006. College 12 appears to have the lowest net assets ($256,570.00) at the end of 2006.

The range of assets between the 15 colleges varies between those two numbers. The

highest three-year mean ($M = $5,000,172.93$) was reported for 2006.

Table 7 shows changes in end-of-year foundation net assets from 2004-2006. This

display includes the mean.

Table 7. Change in Total Foundation Year-End Net Assets from 2004-2006

College	2006 Net Assets	2004 Net Assets	Change
College 1	$7,362,476	$5,420,645	$1,941,831
College 2	$4,446,318	$4,291,410	$154,908
College 3	$822,503	$684,772	$137,731
College 4	$1,622,291	$1,207,357	$414,934
College 5	$5,894,988	$5,646,435	$248,553
College 6	$1,624,012	$1,866,403	($242,391)
College 7	$307,447	$232,991	$474,456
College 8	$6,770,970	$4,987,046	$1,783,924
College 9	$1,568,458	$1,561,468	$6,990
College 10	$17,669,381	$13,605,475	$4,063,906
College 11	$6,025,781	$5,425,271	$600,510
College 12	$256,570	$152,713	$103,857
College 13	$6,597,117	$4,682,523	$1,914,594
College 14	$3,008,362	$1,204,026	$1,804,336
College 15	$11,025,920	$10,497,759	$528,161
M[a]	$5,000,173	$4,097,753	$902,420

[a]Mean by Year for All Colleges' Net Assets and Mean of Changes in Net Assets

College 10 had the highest increase ($4,063,906.00) during the period of 2004 through 2006. College 6 end-of-year net assets decreased (-$242,391.00) during this same period. South Carolina Technical Colleges' foundations net assets grew by an average of $902,420.00 from fiscal year 2004 through 2006. Five colleges were above the mean while 10 colleges were below the mean.

Table 8 shows the private funds raised from tax year 2004-2006 for each college. This information is from IRS Form 990 line 1a (2004 and 2005) and line 1a and line 1b (2006) and reports funds raised from private entities. This includes all private donations (contributions, gifts, and grants) received by the foundation but does not include funds received from public or government sources.

Table 8. South Carolina Technical Colleges' Private Funds Raised from 2004-2006

Institution	2004	2005	2006	*M*
College 1	$442,262.00	$956,069.00	$1,295,656.00	$897,995.67
College 2	$1,511,781.00	$424,292.00	$162,964.00	$669,679.00
College 3	$124,395.00	$275,419.00	$190,584.00	$196,799.33
College 4	$225,134.00	$630,395.00	$324,125.00	$393,218.00
College 5	$285,029.00	$418,467.00	$448,069.00	$383,855.00
College 6	$179,158.00	$234,253.00	$419,773.00	$277,728.00
College 7	$18,170.00	$70,962.00	$28,137.00	$39,089.67
College 8	$1,784,027.00	$1,148,262.00	$1,094,398.00	$1,342,229.00
College 9	$764,477.00	$465,458.00	$104,152.00	$444,695.67
College 10	$1,310,577.00	$953.160.00	$1,051,367.00	$1,105,034.67
College 11	$1,888,002.00	$689,944.00	$598,899.00	$1,058,948.33
College 12	$55,762.00	$46,516.00	$56,385.00	$52,887.67
College 13	$1,393,735.00	$1,368,896.00	$1,225,366.00	$1,329,332.33
College 14	$69,366.00	$51,468.00	$383,922.00	$168,252.00
College 15	$1,645,549.00	$1,191,322.00	$1,534,830.00	$1,457,233.67
M[a]	$779,828.27	$594,992.20	$594,753.13	$656,465.20

[a]Mean by Year of Private Funds Raised by the Foundation

College 8, College 13, and College 15 raised over $1 million in private funds each year between 2004 and 2006. Colleges 7 and 12 raised under $100,000 in private funds each of those same three years. College 11 raised the highest single year amount ($1,888,002.00) in 2004. College 7 raised the lowest single year amount ($18,170.00) in 2004. College 15 raised the highest amount (*M* = $1,457,233.67) over the three-year period. The highest yearly mean (*M* = $779,828.27) was reported for 2004.

Table 9 provides data on the cost of fundraising for South Carolina Technical Colleges. Table 9 lists what the South Carolina Technical Colleges reported as their cost of fundraising from tax year 2004-2006.

Table 9. South Carolina Technical Colleges Costs of Fundraising from 2004-2006

Institution	2004	2005	2006	*M*
College 1	$12,430.00	$152,512.00	$110,249.00	$91,730.33
College 2	$24,610.00	$18,334.00	$20,598.00	$21,180.67
College 3	$20,896.00	$38,914.00	$26,456.00	$28,755.33
College 4	$7,462.00	$19,806.00	$34,340.00	$20,536.00
College 5	$39,668.00	$66,702.00	$98,944.00	$68,438.00
College 6	$0.00	$0.00	$53,219.00	$17,739.67
College 7	$0.00	$5,809.00	$0.00	$1,936.33
College 8	$14,061.00	$12,008.00	$3,011.00	$9,696.33
College 9	$47,253.00	$16,374.00	$30,550.00	$31,392.33
College 10	$26,169.00	$50.124.00	$53,018.00	$43,103.67
College 11	$1,140.00	$0.00	$8,021.00	$3,053.67
College 12	$0.00	$0.00	$0.00	$0.00
College 13	$32,584.00	$69,861.00	$27,392.00	$43,279.00
College14	$0.00	$0.00	$17,827.00	$5,942.33
College 15	$25,714.00	$4,559.00	$6,811.00	$12,361.33
M[a]	$16,799.13	$30,333.53	$32,695.73	$26,609.47

[a]Mean by year of fundraising cost

College 1 spent the most dollars in one year ($152, 512.00 in 2005) and had the highest three-year mean (*M* = $91,733.33). Colleges 6, 7, 12, and 14 had no fundraising costs in at least one of the three years, with College 12 not having any fundraising costs during this three-year period. The highest mean ($32,695.73) was reported in 2006.

Table 10 is a display of annual FTE data received from the South Carolina Technical College System office for a three-year period from 2004 to 2006 (personal communication, January 10, 2008).

Table 10. South Carolina Technical Colleges' Annual Full Time Equivalent Enrollment from 2004-2006

Institution	2004	2005	2006	*M*
College 1	3,369	3,422	3,496	3,429
College 2	1,952	1,804	1,871	1,876
College 3	1,233	1,198	1,293	1,241
College 4	2,065	1,989	1,901	1,985
College 5	8,487	8,187	8,335	8,336
College 6	3,346	3,304	3,051	3,234
College 7	880	830	786	832
College 8	2,925	3,077	3,232	3,078
College 9	3,213	3,471	3,241	3,308
College 10	3,562	3,533	3,797	3,631
College 11	7,809	7,770	7,822	7,800
College 12	456	445	449	456
College 13	3,813	3,951	3,891	3,885
College 14	2,104	2,040	1,911	2,018
College 15	9,145	8,880	9,256	9,094
Total	55,584	55,170	55,539	
M[a]	3,623	3,594	3,624	3,614

[a]Mean by year of full time equivalent enrollment

Total annual FTE enrollment declined from 55,584 in 2004 to 55,539 in 2006 representing a .08% decline in annual FTE enrollment. College 15 had the highest mean FTE enrollment ($M = 9,094$). The highest yearly mean ($M = 3,624$) was reported in 2006.

Table 11 provides a display of the three-year average of funds raised by the colleges for the period of 2004 though 2006 from data in Table 8. It also includes a three-year average of FTEs by college for the period of 2004 through 2006 from data in Table 10. Average funds raised were divided by average FTEs to create average funds raised per FTE for a three-year period. This average creates a standardized computation for colleges, eliminating biases of size and locations.

Table 11. Funds Raised per Full Time Equivalent from 2004-2006

College	Average funds raised	Average FTE	Funds raised per FTE
College 1	$897,995.67	3429	$261.88
College 2	$699,679.00	1876	$373.03
College 3	$196,799.33	1241	$158.54
College 4	$393,218.00	1985	$198.09
College 5	$383,855.00	8336	$46.05
College 6	$277,728.00	3234	$85.89
College 7	$39,089.67	832	$46.98
College 8	$1,342,229.00	3078	$436.07
College 9	$444,695.67	3308	$134.42
College 10	$1,105,034.67	3631	$304.36
College 11	$1,058,948.33	7800	$135.76
College 12	$52,887.67	456	$116.07
College 13	$1,329,332.33	3885	$342.17
College 14	$168,252.00	2018	$83.36
College 15	$1,457,233.67	9094	$160.25
M^a	$656,465.20	3614	$192.19

[a]Mean of average funds raised, average FTEs, and funds raised per FTE

College 8 appears to have raised the highest average of funds per FTE ($M =$ 436.07) during the three-year period with College 5 raising the least amount of funds per FTE ($M = \$46.98$). Six colleges raised more funds per FTE than the mean, while 9 colleges raised fewer funds per FTE than the mean.

Table 12 provides information reported by foundations pertaining to the fundraising cost associated with raising funds. The outcome is the percentage a college spends on every dollar raised.

Table 12. Funds Raised per Full Time Equivalent Enrollment and Cost of Fundraising from 2004-2006

College	Average funds raised	Average cost	%
College 1	$897,995.67	$91,730.33	10.2%
College 2	$699,679.00	$21,180.67	3.0%
College 3	$196,799.33	$28,755.33	14.6%
College 4	$393,218.00	$20,536.00	5.2%
College 5	$383,855.00	$68,438.00	17.8%
College 6	$277,728.00	$17,739.67	6.4%
College 7	$39,089.67	$1,936.33	5.0%
College 8	$1,342,229.00	$9,693.33	0.7%
College 9	$444,695.67	$31,392.33	7.16%
College 10	$1,105,034.67	$43,103.67	3.9%
College 11	$1,058,948.33	$3,053.67	0.3%
College 12	$52,887.67	$0.00	0.00%
College 13	$1,329,332.33	$43,279.00	3.1%
College 14	$168,252.00	$5942.33	3.5%
College 15	$1,457,233.67	$12,361.33	0.9%
M^a	$656,465.20	$26,609.47	5.5%

[a]Mean by average funds raised, average cost, and percentage

College 5 spent the highest percentage (17.8%) of average cost of fundraising for funds raised per FTE over the three-year period. College 12 spent the least (0%). Average cost of fundraising as a percentage of dollars raised in South Carolina Technical Colleges was 5.5%. Five colleges were higher than the mean, while 10 colleges were below the mean. The average money spent on fundraising by South Carolina Technical Colleges was $26,609.47 between fiscal year 2004 and 2006.

Table 13 provides a display of the age of the college, age of the foundation, and funds raised per FTE.

Table 13. Technical College and Foundation Age as of 2006, and Funds Raised per FTE

Institution	Age of college	Age of foundation	Funds raised per FTE
College 1	40	31	$261.88
College 2	34	29	$373.03
College 3	37	23	$158.54
College 4	38	29	$198.09
College 5	42	31	$46.05
College 6	42	27	$85.89
College 7	38	27	$46.98
College 8	42	23	$436.07
College 9	43	15	$134.42
College 10	43	24	$304.36
College 11	43	36	$135.76
College 12	35	11	$116.07
College 13	40	28	$342.17
College 14	43	29	$83.36
College 15	44	33	$160.25
M[a]	40.3	26.4	$192.19

[a]Mean by age of colleges and foundations and funds raised per FTE

College 15 was the oldest college (44) in the South Carolina Technical College System. College 2 was the youngest college (34). There is a 10-year range between the ages of the colleges. The mean age is 40.3 years with eight colleges older than the mean and seven colleges younger than the mean.

College 11 had the oldest foundation (36) in the South Carolina Technical College System and College 12 appears to have the youngest (11). College 11 raised an average of $135.76 funds per FTE and College 12 raised $116.07 funds per FTE. Ten colleges were above the mean age of 26.4 years while five colleges were below the mean.

Table 14 displays the age of the college, age of the foundation, and end-of-year net assets as of 2006.

Table 14. Technical College and Foundation Age, as of 2006, and Foundation's Net Assets

Institution	Age of college	Age of foundation	Net assets
College 1	40	31	$7,362,476
College 2	34	29	$4,446,318
College 3	37	23	$822,503
College 4	38	29	$1,622,291
College 5	42	31	$5,894,988
College 6	42	27	$1,624,012
College 7	38	27	$307,447
College 8	42	23	$6,770,970
College 9	43	15	$1,568,458
College 10	43	24	$17,669,381
College 11	43	36	$6,025,781
College 12	35	11	$230,000
College 13	40	28	$6,597,117
College 14	43	29	$3,008,362
College 15	44	33	$11,025,920
M[a]	40.3	26.4	$5,000,173

[a]Mean by age of college and foundation and net assets

College 15 was the oldest college (44) and had $11,025,920 in 2006 end-of-year net assets. College 2 was the youngest college (34) with $4,446,318 in 2006 end-of-year net assets.

College 11 had the oldest foundation (36) with $6,025,781 in 2006 end-of-year net assets. College 12 had the youngest foundation (11) with $230,000 in 2006 end-of-year net assets.

Table 15 displays the age of the college and foundation in 2006 and what the college foundation spent on fundraising. The fundraising cost is based upon a three-year average from 2004 through 2006 from IRS Form 990.

Table 15. Technical College Age and Foundation Age as of 2006, and Cost of Fundraising

Institution	Age of college	Age of foundation	Fundraising cost
College 1	40	31	$91,730.33
College 2	34	29	$21,180.67
College 3	37	23	$28,755.33
College 4	38	29	$20,536.00
College 5	42	31	$68,438.00
College 6	42	27	$17,739.67
College 7	38	27	$1,936.33
College 8	42	23	$9,693.33
College 9	43	15	$31,392.33
College 10	43	24	$43,103.67
College 11	43	36	$3,053.67
College 12	35	11	$0.00
College 13	40	28	$43,279.00
College 14	43	29	$5,942.33
College 15	44	33	$12,361.33
M[a]	40.3	26.4	$26,609.47

[a]Mean by age of college and foundation and fundraising cost

College 15, the oldest college (44), spent an average of $12,361.33 in fundraising from 2004 through 2006. College 2 was the youngest college (34) and spent an average of $21,180.67 in fundraising from 2004 through 2006.

College 11 had the oldest foundation (36) and spent an average of $3,053.67 in fundraising costs from 2004 through 2006. College 12 had the youngest foundation (11) and reported no expenses for fundraising from 2004 through 2006.

Summary-Research Question 1

The average net assets of South Carolina's Technical College foundations grew by $902,420 over the three-year period from 2004-2006. Total average private funds raised by foundations declined each of the three years from 2004 ($M =$779,828$) through 2006 ($M = $594,753$) while total average cost of fundraising grew from 2004 ($M = $16,799$) through 2006 ($M =$32,696$). FTE enrollment was stable during this three-year period growing by 1 FTE from 2004-2006. The average funds raised per FTE between 2004-2006 was $192.00 with 6 colleges raising over the average and 9 colleges raising under the average. South Carolina's Technical College foundations spent an average of 5.5% towards fundraising efforts.

Description of Survey Data

Surveys were sent to all l6 presidents within the South Carolina Technical College System, with 12 of these presidents completing and returning the survey for a response

rate of 75%. The individual responses vary on response rates as not all questions were completed by every president.

Research Question 2

The following are the findings related to Research Question 2.

> *Research Question 2: What are the demographic characteristics of presidents engaged in fundraising at two-year technical colleges in South Carolina?*

The second research question was addressed in *Part I: Professional and Personal Data of the South Carolina Two-Year College Fundraising Factors Survey*. Part I consisted of 15 questions concerning educational levels, various experiences in and outside of higher education, and personal information. Each question is recapitulated in a table followed by a brief synopsis.

Table 16 shows the educational level of the presidents responding to the survey.

Table 16. Highest Degree Earned

Degree	*N*	*%*
Doctorate	11	92%
Master's	1	8%

All 12 respondents identified their highest degree earned. Presidents with doctorates represented 11 of the 12, while only one had a Master's as the highest degree earned. Eight of the total degrees were in education, two of the degrees were not in

education (philosophy and chemistry), and two of the respondents did not specify the major of their degree.

Table 17 shows the experience that the responding presidents had prior to becoming a college president.

Table 17. Previous Experience Prior to Becoming President

Position	*N*	*%*
Senior VP	5	42%
VP of Academics	6	50%
VP of Student Services	4	33%
VP of Business	3	25%
Academic Dean	4	33%
Dean Other	1	8%
Director	3	25%
Department Chair	5	42%
Instructor	5	42%

The most common higher education position held prior to becoming a president was Vice President of Academic Affairs (50%). This was followed by Senior Vice President, Department Chair and Instructor (42% each), Vice President of Student Services and Academic Dean (33% each), Vice President of Business and Director (25% each) , and Dean Other (8%). One president had not been in any of these positions, as his first job in higher education was president.

Table 18 shows the last position held by the president just prior to becoming president. Table 18 only includes those types of positions that were actually held.

Table 18. Last Position Held Prior to Becoming President

Position	*N*	*%*
Senior VP	5	42%
VP of Academics	5	42%
VP of Student Services	2	17%
None	1	8%

Note. One president responded as both Vice President of Academics and Vice President of Student Services and was counted twice.

Senior Vice President and Vice President of Academics was the most held position (42% each) just prior to becoming president by those responding to the survey. This was followed by Vice President of Student Services (17%). One of the presidents from a small technical college was vice president over both academics and student services just prior to becoming a president. One president had not been in higher education prior to becoming president of the technical college.

Table 19 shows years experience the presidents had in higher education and higher education administration. All twelve presidents answered this question.

Table 19. Total Years in Higher Education and Years of Experience in Higher Education Administration

Range Administration	Higher Education		Higher Education	
	N	*%*	*N*	*%*
1-10	2	17%	2	17%
11-20	1	8%	1	8%
21-30	2	17%	5	42%
31-40	5	42%	2	17%
41-50	2	17%	2	17%
6-45	12	100%	12	100%

It appeared that presidents with 21-30 years of experience in higher education administration (42%) and presidents with 31-40 years in higher education (42%) represented the most common groups. Two presidents (17%) had 41-50 years of experience in both higher education and higher education administration; 2 presidents (17%) had 1-10 years experience in both areas. One president (8%) had 11-20 years in higher education and higher education administration. The average years experience in higher education and higher education administration was 12.3 years and 11.6 years, respectively.

Table 20 shows the years experience that presidents had outside of higher education. Twelve presidents answered this question.

Table 20. Total Years of Experience Outside of Higher Education

Range	N	%
1-10 Years	10	83%
11-20Years		
21-30 Years	2	17%
31-40 Years		
41-50 Years		

South Carolina Technical College presidents with 1-10 years experience outside of higher education (83%) represent the most frequent group. The only other group was presidents with 21-30 years experience outside of higher education (17%). The average years experience presidents had outside of higher education was 7.4 years.

Table 21 shows the total years of experience as a president. Twelve presidents answered this question.

Table 21. Years Experience as a President

Range	N	%
1-10 Years	6	50%
11-20 Years	4	33%
21-30 Years		
31-40 Years	1	8%
41-50 Years	1	8%

South Carolina Technical College presidents with 1-10 years experience (50%) represented the most widespread group followed by presidents with 11-20 years of experience (33%). Presidents with 31-40 and 41-50 years experience as president were the least common group (2% each). Two presidents had extensive experience, with one having 45 years and the other having 39 years as a president. The other 10 presidents had 17 years or less. Only 4 presidents had less than 5 years experience as a president. The average years experience as a president was 13.8 years.

Table 22 shows the years experience presidents had in fundraising. Eleven presidents responded to this question.

Table 22. Years Experience in Fundraising

Range	*N*	*%*
1-10 Years	5	42%
11-20 Years	5	42%
21-30 Years		
31-40 Years	2	17%
41-50 Years		

South Carolina Technical College presidents with 1-10 years and 11-20 years experience in fundraising (42% each) represented the most common groups. Presidents with 31-40 years of fundraising experience (17%) represented the least common group. The most experienced president had 40 years experience in fundraising, while the least experienced president had six years experience in fundraising. The average number of years of experience in fundraising was 16.6 years.

Table 23 shows the presidents' ages upon assumption of their first presidency. Eleven presidents responded to this question.

Table 23. Age upon Assumption of First Presidency

Range	N	%
21-30 Years	1	8%
31-40 Years	3	25%
41-50 Years	5	42%
51-60 Years	2	17%
61-70 Years	1	8%

South Carolina Technical College presidents who were between 41 and 50 years old upon assumption of their first presidency (42%) represented the most frequent group. This was followed by presidents between 31-40 (25%) and 51-60 (17%) years of age upon assumption of their first presidency. Presidents who were between 21 and 30 and those between 61 and 70 years old upon assumption of their first presidency (8% each) represented the least common group. The oldest president was 63 upon assumption of his first presidency, while the youngest was 30 years of age upon assumption of his first presidency. Four presidents were 48 years old and 6 presidents were in a three-year range

of 48 to 51 years of age upon assumption of their first presidency. The average age of the

presidents was 45.3 upon assumption of their first presidency.

Table 24 shows the number of years in the president's current presidency. Twelve

presidents answered this question.

Table 24. Years in Current Presidency

Range	*N*	*%*
1-10 Years	7	58%
11-20 Years	3	25%
21-30 Years		
31-40 Years	1	8%
41-50 Years	1	8%

South Carolina Technical College presidents with 1-10 years in their current

presidency (58%) represented the most prevalent group. Presidents with 31-40 and 41-50

years in their current presidency (8% each) represented the least prevalent group. One

president had 45 years in his current position and one had 39 years in his current position.

The other 10 presidents had 17 years or less in their current presidency. Seven presidents

had five years or less. The average number of years in the current presidency was 12.5

years.

Table 25 shows the current age of the South Carolina's Technical College

presidents at the time of the survey. Twelve presidents responded to this question.

Table 25. Current Age of Presidents

Range	N	%
31-40 Years		
41-50 Years	2	17%
51-60 Years	5	42%
61-70 Years	4	33%
71-80 Years	1	8%

South Carolina Technical College presidents who were between 51 and 60 years of age (42%) represented the most frequent group. The president in the 71-80 range represented the least frequent group (8% each). The oldest president was 78 years old, while the youngest was 45 years of age. Half of the presidents (50%) were between 60 and 64 years of age. The average age was 59.1 years.

Table 26 shows the gender of the presidents in South Carolina Technical Colleges who responded to the survey. Twelve presidents responded to this question.

Table 26. Gender of the Presidents and Fundraising

Gender	N	%
Male	11	92%
Female	1	8%

The South Carolina Technical College System had a total of 16 presidents with 12 male presidents and 4 female presidents. Eleven of the 12 males responded to the survey, representing a 91.7% response rate from the male presidents. One of the 4 female

presidents responded to the survey, representing a 25% response rate from the female

presidents.

Table 27 shows the martial status of the South Carolina Technical College

presidents at the time they completed the survey. Eleven presidents answered this

question.

Table 27. Marital Status of the Presidents and Fundraising

Status	*N*	*%*
Married	10	91 %
Divorced	1	9%

Of the responding presidents, 10 were married (91%) and one was divorced (9%).

Table 28 shows whether the South Carolina Technical College presidents

responding to this survey considered their spouses an integral part of their leadership

team and fundraising activities. Eleven presidents responded to this question.

Table 28. Spouse is an Integral Part of Leadership Team and Fundraising

Integral Component	*N*	*%*
Yes	10	91%
No	1	9%

Of the responding presidents, 10 answered that their spouses were integral to their

leadership teams; one answered that his spouse was not an integral part of his leadership

team. The president that did not answer the question was the same president that did not

answer the previous question about marital status. The divorced president from Table 27 answered that his spouse was an integral part of the leadership team.

Summary--Research Question 2

Responses for the South Carolina Technical College presidents showed that the most common education level was a Doctorate degree (92%) with the minimum degree being a Master's. The most frequent responses were in the following demographics: the higher education work experience was Vice President of Academics (50%); position held just prior to being president was Senior Vice President or Vice President of Academics (42% each); years of experience in higher education administration was 21-30 years (42%); total years in higher education was 31-40 years (42%); years of experience outside of higher education was 1-10 years (83%); years experience as a president (50%) and years in current presidency (58%) was 1-10 years; years of experience in fundraising was 1-10 years or 11-20 years (42% each); age of presidents at the time of their first presidency was 41-50 years old (42%); and the current age was 51-61 years of age (42%). Responding presidents were mostly male (92%), mostly married (91%) and generally considered their spouses integral to their leadership teams and fundraising efforts (91%).

Research Question 3

The following are the findings related to Research Question 3.

Research Question 3: What do presidents perceive as their fundraising behaviors at the two-year technical colleges in South Carolina?

The third research question was addressed in *Part II: Fundraising Characteristics of the President of the South Carolina Two-Year College Fundraising Factors Survey.* Part II consisted of seven questions concerning specific fundraising characteristics, such as time spent by the president during specific fundraising activities and where the president places his or her focus. The last question of this part is specific to the entrepreneurial leadership theory. Each question is recapitulated in a table followed by a brief synopsis.

Table 29 shows the average hours spent per week in fundraising activities by South Carolina's Technical College presidents. Eleven presidents responded to this question.

Table 29. Average Weekly Hours Engaged in Fundraising by Presidents

Time	*N*	*%*
Less than 5 hrs	2	18%
5 to 10 hrs	5	45%
11 to 20 hrs	1	9%
Over 20 hrs	3	27%

The majority of presidents (45%) spent an average of 5 to 10 hours per week engaged in fundraising activities. Seven presidents, representing 63.6% of this response, spent an average of 10 hours or less per week engaged in fundraising activities, while 4 presidents, representing 36.4%, spent an average of more than 10 hours per week.

Table 30 shows the average hours spent per week by South Carolina's Technical College presidents working with their development offices. Eleven presidents answered this question.

Table 30. Average Weekly Hours Spent with Development Staff

Time	*N*	*%*
Less than 5 hrs	5	45%
5 to 10 hrs	4	36%
11 to 20 hrs	2	18%
Over 20 hrs		

The majority of presidents spent less than an average of 5 hours per week (45%) with their development staff. Nine presidents, representing 81.8%, spent under 10 hours per week with their development staff while 2 presidents, representing 18.2%, spent an average of 10 hours or more per week.

Table 31 shows the average hours South Carolina's Technical College presidents spent preparing to meet a prospective donor. Eleven presidents responded to this question.

Table 31. Average Hours in Preparation for Prospect Meeting

Time	N	%
Less than 1 hr	5	45%
1 to 2 hrs	3	27%
3 to 5 hrs	3	27%
Over 5 hrs		

The preponderance of presidents spent less than 1 hour in preparation to meet a prospective donor (45%). Eight presidents, representing 72.7%, spent 2 hours or less per week preparing to meet a prospective donor, while 3 presidents, representing 27.3%, spent an average of 3 hours or more per week.

Table 32 shows the average hours South Carolina's Technical College presidents spent with a prospective donor while asking for a gift for the college. Eleven presidents responded to this question.

Table 32. Average Hours with a Prospect when Asking for a Gift

Time	*N*	*%*
Less than 1 hr	4	36%
1 to 2 hrs	4	36%
3 to 5 hrs	1	9%
Over 5 hrs	2	18%

The majority of presidents spent an average of either less than 1 hour (36%) or 1 to 2 hours (36%) with a prospective donor when asking for a gift. Eight presidents spent an average of 2 hours or less with a prospective donor, representing 72.7%. Three presidents, representing 27.3%, spent 3 hours or more with a prospective donor when asking for a gift, with 2 of these presidents spending over 5 hours with the prospective donor.

Table 33 shows the value that South Carolina's Technical College presidents placed on their time spent on groups or activities as it relates to their fundraising time. Presidents were asked to rate how they valued their time between a score of 1 for least valuable to a score of 5 for most valuable.

Table 33. Value of Fundraising Time with Various Groups and Activities

Group/Activity	M	SD
Alumni	2.2	1.2
Trustees	3.1	1.1
Individual donors	4.4	.7
Major donors	4.5	.5
Corporate donors	4.6	.7
Government	3.4	1.3
Discussions with staff	3.1	.3
Planning and thinking	3.7	.7

Presidents valued their fundraising time the greatest with corporate donors ($M =$ 4.6). This was closely followed by major donors ($10,000.00 +) ($M = 4.5$) and individual donors ($M = 4.4$). This was followed by planning and thinking ($M = 3.7$), government ($M = 3.4$), trustees and discussions with staff ($M = 3.1$), and alumni ($M = 2.2$). The variance from the mean was greatest with government ($SD = 1.3$) and the least with discussions with staff ($SD = .3$).

Table 34 shows what South Carolina's Technical College presidents indicated were significant indicators of their success or effectiveness as a president. Presidents were asked to rate between a score of 1 for least valuable to a score of 5 for most valuable.

Table 34. Significant Indicator of Success or Effectiveness of a President

Indicator	*M*	*SD*
Gifts raised	4.0	.8
Endowments raised	3.8	1.0
Institutional image	4.9	.3
Strong administration	4.6	.5
Strong faculty	4.8	.4
Board relations	4.5	.5
Community relations	5.0	0
Commitment to mission	5.0	0

All South Carolina Technical College presidents responding to this question (100%) stated that developing and maintaining good community relations ($M = 5$) and remaining committed to the college's mission ($M = 5$) were important indicators of their success as a president. These items were closely followed by institutional image ($M = 4.9$) with a diminutive deviation ($SD=.3$).

Other indicators of success as rated by the presidents were a strong faculty ($M = 4.8$), a strong administration ($M = 4.6$), good relations with their board ($M = 4.5$), the amount of gifts raised ($M = 4$), and the amount of endowments raised ($M = 3.8$). The amount of endowments raised also had the highest variance from the mean ($SD=1.0$).

Table 35 shows how the South Carolina Technical College presidents perceived themselves in their leadership style. Presidents rated themselves on whether they considered themselves as risk takers, if they believed heavily in the formal organizational structure, if they frequently violated the status quo, and if they were focused on creating partnerships with business and industry. Presidents rated themselves a score of 1 for least in perceptions of their styles and a score of 5 for mostly perceived as their styles.

Table 35. Leadership Style

Style	*M*	*SD*
I am a risk taker	4.3	.5
I believe heavily in organizational structure	3.3	.7
I frequently violate status quo	4.1	.6
I frequently conclude partnerships with business and industry	4.4	1.2

South Carolina Technical College presidents who scored their leadership style the highest perceived themselves as one who regularly concluded partnerships with business and industry ($M = 4.4$) This area also had the largest variance from the mean ($SD = 1.2$). This was followed by scoring themselves as risk takers ($M = 4.3$), frequent violators of the status quo ($M = 4.3$), and believers in following the organizational structure ($M = 3.3$).

Summary-Research Question 3

South Carolina Technical College presidents generally spent 5-10 hours a week in fundraising activities (45%). Overall, they spent less than five hours a week with development staff (45%), spent less than one hour preparing to meet a prospective donor (45%), and spent either less than one hour (36%) or between one and two hours (36%) with a prospective donor when asking for a gift.

Response means of the presidents indicated that their fundraising time was more productive with corporate donors ($M = 4.6$), followed closely by major donors ($M = 4.5$) and individual donors ($M = 4.4$). The responding presidents indicated that their fundraising time was least valuable spent with alumni ($M = 2.2$). All responding presidents cited community relations ($M = 5$) and commitment to their institution's mission ($M = 5$) as a most important indictor of their success as a president. The lowest means were in the amounts of gifts raised ($M = 4.0$) and the amount of endowments raised ($M = 3.8$).

Of the presidents responding to the question based on leadership style (entrepreneurial characteristics), the highest mean (*M* = 4.4) was those who frequently concluded partnerships with business and industry. This area also had the largest standard deviation (*SD*=1.2). The next highest mean (*M* = 4.3) was presidents who rated themselves as risk takers; this area was the smallest standard deviation (*SD*=.5). This was followed by the mean of presidents who often violate the status quo (M = 4.1). Presidents whose leadership style believed strongly in organizational structure represented the lowest mean (M = 3.3).

Research Question 4

The following are the findings related to Research Question 4.

> *Research Question 4: What are the perceptions of the presidents of two-year colleges in South Carolina regarding the organization and effectiveness of their foundation offices?*

The fourth research question was addressed in *Part III: Development Office/Foundation Campaign Data of the South Carolina Two-Year College Fundraising Factors Survey*. Part III consisted of seventeen questions concerning specific aspects of the development or foundation offices and issues concerning fundraising by the colleges. These questions are specific to the most recent major gift campaign and include an assessment by the president of the development or foundation office.

Table 36 is a summary of the responses concerning fundraising and the presidents' assessment of their internal operations.

Table 36. Internal Operations of the Colleges' Fundraising Efforts

	N(Yes)	%
Has your foundation been aggressive in fundraising efforts?	7	58.3%
Has your foundation assessed strengths and weaknesses?	8	72.7%
If answered above, was this assessment accurate?	7	100%
Was assessment of likely constituents to approach made?	11	91.6%
If answered above, was this assessment accurate?	8	72.7%
Do your trustees show strong leadership in fundraising?	3	25.0%
Does the foundation office have the technology needed?	11	100%
Did you conduct an in-house campaign?	8	66.7%

The majority of South Carolina's Technical College presidents (58.3%) believed that their development offices/foundations were aggressive. The preponderance of respondents (72.3%) stated that their development offices/foundations conducted assessments of strengths and weaknesses prior to the last campaign; all of these presidents (100%) believed the assessment was accurate. The majority of presidents (91.6%) stated that an assessment of likely constituents to approach was made, and the bulk of these presidents (72.7%) believed that their constituent lists were comprehensive. The majority of South Carolina's Technical College presidents (75%) stated that the college trustees do not show strong leadership in fundraising. The presidents (100%) believed that their development/foundation offices have the technology necessary to

adequately maintain records and donor data base. The majority of the colleges (66.7%) conducted an in-house campaign prior to taking their campaigns public.

Table 37 shows the perceived success of the internal campaign for 10 colleges that conducted internal campaigns.

Table 37. Percent of Faculty, Staff, Administration, and Board Members Contributing to Internal Campaign

Category	*N*	*%*
0%-25%	2	20%
26%-50%	1	10%
51%-75%	1	10%
76%-100%	6	60%

Seven of the 8 presidents who stated that they had conducted an in-house campaign prior to going public responded to this question. Three presidents who stated that they had not conducted an in-house campaign prior to going public also responded. The in-house campaigns included trustees, administration, staff and faculty. The majority of all responding colleges (60%) showed a success rate of 76%-100% in their in-house campaigns; 5 of these 6 conducted the in-house campaigns prior to going public. The two colleges with 26%-50% and 51%-75% also conducted the in-house campaign prior to going public. Two colleges (20%) with 0%-25% had not conducted in-house campaigns prior to going public. One college that had not conducted an in-house campaign prior to going public had an internal success rate of 76%-100%. The president that did not

respond to this question stated on the survey that his in-house campaign was just beginning.

Table 38 is a summary of the survey responses associated with the South Carolina Technical College presidents' assessment of external and campaign aspects of their college. This includes the presidents' assessment of how the community looks at their colleges, the campaign's feasibility, campaign planning and operations, and alumni support.

Table 38. Perceptions of External Assessments and Operation of the Colleges' Fundraising Efforts

Item	N(Yes)	%
Does your college have a positive community image?	11	100%
Does your college have a distinctive niche within your community?	11	100%
Have you conducted a major gift campaign?	9	75.0%
If yes, did you use external consultants?	8	88.9%
Was a feasibility study conducted?	8	88.9%
If yes, was the feasibility study consistent with funds raised?	8	100%
Do you have an active alumni association?	5	41.7%
If yes, is the alumni association active in fundraising?	3	60.0%

All responding presidents (100%) indicated that their colleges had well-defined positive images within their communities and that their colleges also had well-defined niches within their communities. The majority of presidents (75%) stated that their

colleges conducted major gift campaigns. Six of the 9 colleges conducted in-house campaigns prior to going public with the campaigns; 5 of these had an internal participation rate of 76%-100%. Two of the three colleges that had not conducted major gift campaigns had conducted in-house campaigns prior to conducting fundraising efforts other than a major gift campaign. The three presidents that had not conducted major gift campaigns were asked to skip the next four questions.

Eight of the nine colleges (88.9%) that conducted major gift campaigns used external consultants during their most recent major gift campaigns. One college had not hired an external consultant; the college conducted an in-house campaign prior to its major gift campaign and had an internal participation rate of 76%-100%. Eight of the nine colleges (88.9%) that had conducted major gift campaigns conducted feasibility studies prior to starting their campaigns. All eight of these colleges had used external consultants to assist in the major gift campaigns. The college that had not hired external consultants had not conducted feasibility studies prior to their major gift campaigns. All eight presidents who conducted feasibility studies stated that the results of the major gift campaigns were consistent with the feasibility studies.

Four of the nine colleges (44.4%) that conducted major gift campaigns had active alumni associations. Three of the nine (33.3%) did not have active alumni associations and 2 of the 9 (22.2%) were in the process of building active alumni associations. One of the colleges that had not conducted a major gift campaign had an active alumni association.

Three of the five alumni associations (60%) took an active role in helping the college raise funds. Two of these three were associated with colleges that had completed major gift campaigns.

Summary-Research Question 4

The majority of the responding presidents perceived that their foundations were aggressive (58.3%) and had assessed their strengths and weaknesses (72.7%). The presidents believed these assessments were accurate (100%). Presidents perceived that their trustees had not shown strong leadership in fundraising (75%). Presidents were confident that they had the fundraising technology needed (100%). The majority of colleges conducted in-house campaigns (66.7%) with the majority (60%) achieving an internal support level of 76%-100%.

All responding presidents (100%) perceived that they had positive images within their communities and served distinctive niches within those communities. The majority of colleges had conducted major gift campaigns (75%). Of those that had conducted major gift campaigns, the majority hired external consultants (88.9%) and conducted feasibility studies (88.9%). All presidents (100%) that conducted feasibility studies believed that their studies were accurate and consistent with funds raised.

Research Question 5—Fundraising Strategies

The following are the findings related to Research Question 5.

Research Question 5: What fundraising campaign strategies do presidents

offer associated with successful fundraising at two-year technical colleges

in South Carolina?

In an effort to capitalize on private fundraising, many of the South Carolina Technical Colleges hired professionals to assist them in this venture. Nine of the 16 colleges employed the Clements Group as an advisor in an effort to better plan major gift campaigns. In 1998, Greenville Technical College's foundation began the *Partners Working for Success Campaign* (Bateman, 2002). Their initial five-year target was $8 million. They readjusted that goal twice, adding a sixth year and raising the target to $15 million. At the end of six years they had raised a total of $17 million, more than doubling their initial target (Bateman, 2002). With state cuts and a large growth in the number of students, South Carolina's Technical Colleges found that raising private money through foundations was more than a luxury; it was a necessity (Bateman, 2002).

The fifth research question was addressed by telephone interviews with 5 South Carolina Technical College presidents. Two colleges had raised over $300.00 per FTE, one had raised between $150.00 and $300.00 per FTE, one raised between $50.00 and $149.00 per FTE, and one raised under $50.00 per FTE.

Four of the presidents had conducted at least one major gift campaign; three had used a consultant. One had not conducted a major gift campaign nor had he used a consultant, but was currently planning a campaign. An additional personal interview was done with Al Hove, a Clements Group Consultant. The interviews were summarized based on the questions asked during the interview.

Question 1: How do you shape compelling reasons for philanthropic support?

The Clements Group consultant stated, "The best way to shape a compelling reason for giving is to look at the campaign from an external focus with a vision that is achievable and will inspire leadership." One president, referring to the use of students for raising scholarship money, stated, "You have to put a face on your needs." Another president stated, "You must show the local impact of the college."

The presidents raising the higher funds per FTE discussed terms such as vision, with one president stating, "You must build consensus around vision with your board." One president believed that building a compelling case involved developing "strong feelings with local industry." Overall, what they believed to be a compelling case seemed to be dependent on the specific area and the viability of the cause.

Question 2: What brings gifts to an institution?

The consultant believed that it is the dream or vision that will make the difference. All of the presidents mentioned that relationships bring gifts. One of the presidents more successful in fundraising added that "People want to feel good about whom they are giving the money to and people want to see positive movement." Another very successful president with fundraising stated that "The community wants to see value added to the community." Communication was also seen as important. Generally, the presidents indicated that the people involved in the campaign bring gifts to community colleges; particularly, the president.

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Question 3: What is the most important aspect of any fundraising campaign?

The consultant stated, "It is all about the leadership and the inspiration that the leadership brings to the campaign." All presidents gave a similar response, while reiterating the importance of relationships. One president said, "The people I call on need to believe in me." Another added the importance of a good feasibility study stating, "You must be realistic about your goals." An additional comment included planning and, specifically, "Who will be asked for a contribution and who will do the asking." This was reaffirmed by another president who stated, "Unlike four-year institutions, at community colleges people give to people." Largely, the presidents felt that the planning of the campaign and campaign leadership were of great importance to a successful campaign.

Question 4: What presidential characteristic or trait is the most important to a successful fundraising campaign?

The consultant stated that he perceived the most important characteristic as the external orientation or focus of the president. The presidents' answers varied on this question. A top fundraiser stated, "Genuineness is critical, followed by transparency." Another top fundraiser stated that "Sincerity and passion for the community were the most important traits." Another president with a history of success stated, "It is the ability to sell your college and the impact it has to the community." He added that "To do this you have to know what you are talking about." A president with lower funds raised per FTE stated that the most important traits are "visibility and being good stewards of the money."

Another president with lower funds raised per FTE stated that the most important aspect was the ability to build relationships.

In general, the presidents perceived that the president is the person most important to raising money at a two-year institution, which they believed was different than a four-year institution. They believed four-year institutions raise money based on other factors associated with the institution and money may be raised regardless of who is president at the time. In particular, the presidents perceived the behaviors of the presidents to be the most important successful fundraising campaigns.

Question 5: What institutional characteristic is the most important to a successful fundraising campaign?

The consultant felt that mission and credibility of the institution were the most important. Responses from the presidents varied. A top fundraising president stated, "The college's stability and positive movement are critical to get possible donors to commit." Two other top fundraisers believed that it was about community focus, what the college was doing to meet the needs of the community, and the quality of life for its citizens. One president stated, "It was really about producing a quality product." Another successful president answered similarly but added, "It is the institution's commitment to helping people get or keep good jobs." Generally, the presidents perceived that the institution's connectedness with the community was important for a successful campaign.

Question 6: What foundation characteristic is the most important to a successful fundraising campaign?

The consultant stated, "The most important foundation characteristic is the connectedness to the private sector both in relationships and through its board members." The three top fundraisers, along with one of the low fundraisers, agreed that the quality and active participation of the foundation board were critical to a successful campaign. One president stated, "Board members must be seen as people of influence and recognized leaders." Another president discussed the quality of his board, but did not discuss the board's participation in raising money.

One of the presidents stated, "It is important how the foundation staff handles potential donors." Another president stated, "The integrity of the campaign was important and the foundation does not want to get the reputation of calling for money all the time."

One of the top three fundraising presidents added that the foundation's board members must be entrepreneurs. He stated, "Our foundation has moved from an attitude of raising money to making money." The foundation is now involved in several business ventures designed to make a profit for the foundation. Overall, the presidents suggest that the makeup and involvement of the foundation boards were considered critical for a successful campaign.

Summary-Research Question 4

The South Carolina Technical College presidents stated that the compelling case for philanthropic support seemed to be dependent on the specific area and the viability of the cause. The presidents strongly believed in the importance of the people involved in the campaign who brought gifts to community colleges, particularly the president. Presidents

stated that planning of the campaign and the campaign leadership had great importance in a successful campaign. The behaviors of the president were important for a successful campaign. The institution's connectedness with the community was also important to a successful campaign. The makeup and involvement of the college's foundation board was mentioned as critical to a successful campaign.

Summary

The purpose of this chapter was the presentation of findings from the surveys and selected interviews. The data were presented based on the research questions.

In review of the data for the research question related to the financial characteristics of South Carolina's Technical Colleges, the average net assets of South Carolina's Technical College foundations grew by $902,420.00 over the three-year period from 2004-2006. Total average private funds raised by foundations declined each of the three years from 2004 ($M =$779,828$) through 2006 ($M = $594,753$) while total average cost of fundraising grew from 2004 ($M = $16,799$) through 2006 ($M =$32,696$). FTE enrollment was stable during this three-year period growing by 1 FTE from 2004-2006. The average funds raised per FTE between 2004-2006 was $192.00 with 6 colleges raising over the average and 9 colleges raising under the average. South Carolina's Technical College foundations spent an average of 5.46% towards fundraising efforts.

In summary of the research question related to the demographics of presidents associated with fundraising at two-year technical colleges in South Carolina, responses of the presidents showed that the most common education level was a Doctorate degree

(92%) with the minimum degree being a Master's. The most frequent responses in other demographics were: the higher education work experience was Vice President of Academics (50%); position held just prior to being president was Senior Vice President or Vice President of Academics (42% each); years of experience in higher education administration was 21-30 years (42%); total years in higher education was 31-40 years (42%); years of experience outside of higher education was 1-10 years (83%); years experience as a president (50%) and years in current presidency (58%) was 1-10 years; years of experience in fundraising was 1-10 years or 11-20 years (42% each); age of presidents at the time of their first presidency was 41-50 years old (42%); and the current age was 51-61 years of age (42%). Responding presidents were mostly male (92%), mostly married (91%) and generally considered their spouses integral to their leadership team and fundraising efforts (91%).

In summation of the research question related to fundraising behaviors of the presidents, the presidents spent 5-10 hours a week in fundraising activities (45%). In addition, the presidents indicated that they spent less than five hours a week with development staff (45%), spent less than one hour preparing to meet a prospective donor (45%), and spent either less than one hour (36%) or between one and two hours (36%) with a prospective donor when asking for a gift.

Means of responding presidents indicated that their fundraising time was more productive with corporate donors ($M = 4.6$), followed closely by major donors ($M = 4.5$) and individual donors ($M = 4.4$). The responding presidents indicated that their fundraising time was least valuable spent with alumni ($M = 2.2$). All responding

presidents cited community relations (M = 5) and commitment to their institution's

mission (M = 5) as a most important indictor of their success as a president. The lowest

table means were in the gifts raised (M = 4.0) and the amount of endowments raised (M

= 3.8).

Of the presidents responding to the question based on entrepreneurial

characteristics, the highest mean (M = 4.4) was those who frequently concluded

partnerships with business and industry. This was followed by presidents who rated

themselves as risk takers (M = 4.3) and those who stated that they often violated the

status quo (M = 4.1). Presidents whose leadership style believed strongly in

organizational structure represented the lowest mean (M = 3.3).

In summary of the research question related to foundation characteristics

associated with fundraising at two-year technical colleges in South Carolina, the bulk of

responding South Carolina Technical College presidents believed that their foundations

were aggressive (58.3%). The majority of colleges had assessed their strengths and

weaknesses (72.7%) and presidents believed these assessments were accurate (100%).

Presidents believed that their trustees did not show strong leadership in fundraising

(75%). Presidents were confident that they had the fundraising technology needed

(100%). The majority of colleges had conducted in-house campaigns (66.7%) with the

preponderance of these (60%) achieving an internal support level of 75-100%.

All responding presidents (100%) perceived they had a positive image within

their communities and served a distinctive niche within those communities. The majority

had conducted major gift campaigns (75%). Of those who had conducted major gift

campaigns, the greater part hired external consultants (88.9%) and conducted feasibility studies (88.9%). All presidents (100%) who conducted feasibility studies believed that the studies were accurate and consistent with funds raised.

In review of the research data related to campaign strategies associated with successful fundraising at two-year technical colleges in South Carolina, South Carolina's Technical College presidents strongly perceived that it was the people (particularly the president) involved in the campaign who brought gifts to community colleges. Presidents stated that planning of the campaign and the campaign leadership was of great importance to a successful campaign. In addition, the personal behaviors related to fundraising of the president and the institution's connectedness to the community was important for a successful campaign. The makeup and involvement of the foundation boards were also critical to a successful campaign.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is the presentation of the summary, conclusions, and

recommendations for the study. The Chapter includes a discussion of institutional and

fundraising data, conclusions, limitations, implications for practice, general

recommendations, and recommendations for future research.

The purpose of this study was to explore fundraising at South Carolina's

Technical Colleges and, particularly, presidential demographics and behaviors along with

various institutional characteristics and fundraising success. The study included general

information on all 16 South Carolina Technical Colleges, and information from IRS

Form 990s on 15 of these colleges. In addition, the results of surveys from 12 colleges

and follow-up interview questions from 5 of the presidents who completed the survey are

included in the study. Activities related to fundraising were investigated to determine the

presidential behaviors and perceived foundation behaviors associated with fundraising at

the colleges.

The following research questions guided the study:

1. What are the financial characteristics related to fundraising of South Carolina's
   technical colleges as reported on Internal Revenue Service Form 990 over a three-
   year period?

2. What are the demographic characteristics of presidents engaged in fundraising at
   two-year technical colleges in South Carolina?

3. What do presidents perceive as their fundraising behaviors at the two-year
   technical colleges in South Carolina?

4. What are the perceptions of the presidents of two-year colleges in South Carolina regarding the organization and effectiveness of their foundation offices?

5. What fundraising campaign strategies do presidents offer associated with successful fundraising at two-year technical colleges in South Carolina?

Summary of Findings

Research Question 1: *What are the financial characteristics related to fundraising of South Carolina's Technical Colleges as reported on Internal Revenue Service Form 990 over a three-year period?*

In review of the data for the first research question, the average net assets of South Carolina's Technical College foundations grew by $902,420.00 over the three-year period from 2004-2006. Total average private funds raised by foundations declined each of the three years from 2004 (M =$779,828) through 2006 ($M$ = $594,753) while total average cost of fundraising grew from 2004 (M = $16,799) through 2006 ($M$ =$32,696). FTE enrollment was stable during this three-year period growing by 1 FTE from 2004-2006. The average funds raised per FTE between 2004-2006 was $192.00 with 6 colleges raising over the average and 9 colleges raising under the average. South Carolina's Technical College foundations spent an average of 5.46% towards fundraising efforts. According to Al Hove of the Clements Group, the average of funds spent for fundraising is higher than the 4% goal strived for by the Clements Group but lower than the industry standard of 16% (personal communication, June 19, 2008).

Research Question 2: What are the demographic characteristics of presidents engaged in fundraising at two-year technical colleges in South Carolina?

The second research question was addressed in *Part I: Professional and Personal Data of the South Carolina Two-Year College Fundraising Factors Survey.* Part I consisted of 15 questions concerning educational levels, various experiences in and outside of higher education, and personal information.

Responses of the South Carolina Technical College presidents indicated that the most common education level was a Doctorate degree (92%) with the minimum degree being a Master's degree. Frequent responses were in the following categories: higher education work experience was Vice President of Academics (50%) and the position held just prior to being president was Senior Vice President or Vice President of Academics (42% each). Years of experience in higher education administration was 21-30 years (42%) and years in higher education were 31-40 years (42%). The preponderance of presidents had 1-10 years (83%) experience outside of higher education. Years experience as a president (50%) and years in current presidency (58%) were 1-10 years. Years of experience in fundraising were either 1-10 years or 11-20 years (42% each). The majority of presidents were 41-50 years old (42%) at the time of their first presidency and the current age was 51-61 years of age (42%). Responding presidents were mostly male (92%), mostly married (91%) and generally considered their spouses integral to their leadership team and fundraising efforts (91%).

South Carolina's Technical College presidents had been in office an average of 13.8 years, with all but two under 17 years. South Carolina Technical College presidents

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averaged over 16 years of experience in fundraising with a median of 15 years. The

average years in their current presidency were 12.5.

While research studies were reviewed in the literature that included test of

significant relationships using demographic variable of specific leaders, this study

provided descriptive statistics on the presidents involved with fundraising in South

Carolina. As mentioned earlier, research by Stewart (2006) found no significant

relationship between the degree a president held and his or her involvement in

fundraising. In addition, Stewart (2006) found no statistical significance between

educational background and previous employment experience with the level of

presidential involvement in fundraising. Koelkebeck (1994) concluded that background

was associated with more successful fundraising efforts.

Koelkebeck (1994) found that the most successful presidents had been in their

positions for approximately 15 years. Research would suggest that more years of

fundraising experience would relate to an increase in dollars raised (Koelkebeck, 1994).

Stewart (2006) concluded that there were not statistically significant relationships

between gender and ethnicity with fundraising.

*Research Question 3: What do presidents perceive as their fundraising behaviors at the
two-year technical colleges in South Carolina?*

The third research question was addressed in *Part II: Fundraising Characteristics of the*

Presidents of the South Carolina Two-Year College Fundraising Factors Survey. Part II

consisted of six questions concerning specific fundraising behaviors, such as time spent

by the president during specific fundraising activities and where the president placed his or her focus.

Findings showed that South Carolina's Technical College presidents commonly spent 5-10 hours a week in fundraising activities ($M = 45\%$). Presidents spent less than 5 hours a week with development staff ($M = 45\%$). Presidents spent less than 1 hour preparing to meet a prospective donor ($M = 45\%$) and spent either less than 1 hour ($M = 36\%$) or between 1 and 2 hours ($M = 36\%$) with a prospective donor when asking for a gift. South Carolina's Technical College presidents generally spent less than an average of 10 hours per week engaged in fundraising activities.

The presidents indicated that their fundraising time was more productive with corporate donors $(M = 4.6)$, followed closely by major donors ($M = 4.5$) and individual donors ($M = 4.4$). The responding presidents indicated that their fundraising time was least valuably spent with alumni ($M = 2.2$). This reflected the literature in that community colleges raise more funds from these three areas (Perez, 2003; Van Der Werf, 1999). Presidents valued their time least with alumni, findings that were consistent with Gilmore (1996), Johnsen (1995), Patnode (1991), and Stewart (2006).

All responding presidents cited community relations ($M = 5$) and commitment to their institution's mission ($M = 5$) as a most important indictor of their success as a president. This was followed closely by institutional image ($M = 4.9$). The highest possible mean in each category was 5. This was consistent with the literature on successful fundraising by Anderson (2003), Duronio and Loessin (1991), Gilmore (1996), Johnsen (1995), McCormick (1994), Pichon (1999), and Schuyler (1997).

Interviews with the presidents showed that a significant fundraising characteristic associated with successful presidents was their commitment to fundraising and focus of effort. This commitment was made in the president's time and commitment of college resources.

South Carolina's Technical College presidents perceived themselves as risk takers, violators of the status quo and partnership creators. They viewed themselves less committed to organizational structure. This was consistent with the literature describing entrepreneurial characteristics by Fisher and Koch (2004).

Research Question 4: What are the perceptions of the presidents of two-year colleges in South Carolina regarding the organization and effectiveness of their foundation offices?

A summary of the findings for the fourth research question showed that South Carolina's Technical College presidents believed that their foundations were aggressive (58.3%). The majority of the presidents had assessed their strengths and weaknesses (72.7%) and believed these assessments were accurate (100%). Duronio and Loessin (1991) and Johnsen (1995) believed that foundations and staff have to be aggressive to be successful in fundraising. Assessment of strengths and weaknesses is also an important aspect of fundraising success according to Duronio and Loessin (1991) and Johnsen (1995). Lapin (2002) stressed the importance of creating an assessment of likely constituents to approach.

Presidents were confident that they had the fundraising technology needed (100%). The majority of colleges have conducted an in-house campaign (66.7%) with the majority of these (60%) achieving an internal support level of 76%-100%. Duronio and

Loessin (1991) and Johnsen (1995) stressed the importance of foundations needing the appropriate technology. McCormick (1994), McNamara (1988), Patnode (1991), and Warnick (1990) believed that the in-house campaign is a significant factor in a successful fundraising effort.

All responding presidents (100%) believed they had a positive image within their communities and served a distinctive niche within those communities. Duronio and Loessin (1991), Gilmore (1996), Johnsen (1995), Pichon (1999) Schuyler (1997) and Van Der Werf (1999) suggested that a positive image and a distinctive niche within the community had a positive impact on fundraising.

The majority of the presidents had conducted major gift campaigns (75%). Of those who had conducted a major gift campaign, the majority had hired external consultants (88.9%) and conducted a feasibility study (88.9%). All presidents (100%) who conducted a feasibility study believed that the study was accurate and consistent with funds raised. South Carolina's Technical College presidents appeared to be embracing the changing landscape of two-year college fundraising by spending the money to hire professional fundraising consultants and understanding the need for a professional feasibility study. This was contiguous with existing research by Duronio and Loessin (1991), Gilmore (1996), Johnsen (1995), Pichon (1999) Schuyler (1997) and Van Der Werf (1999).

Interviews suggested that presidents from colleges who had conducted major gift campaigns and had hired external consultants had a different fundraising attitude than the other presidents. For example, the president from a college who conducted a major gift

campaign and who had not hired a consultant or completed a feasibility study focused on mailing letters to local businesses and corporations. A president who was in a major gift campaign with an external consultant and feasibility study was personally approaching targeted community and business leaders.

Presidents perceived that their trustees were not showing strong leadership in fundraising (75%). Interviews would suggest that presidents placed more importance on their foundation board in fundraising matters. Presidents from colleges that have raised more funds per FTE consistently stressed the importance of the quality and commitment of their foundation board members (Duronio & Loessin, 1991).

Research Question 5: What fundraising campaign strategies do presidents offer associated with successful fundraising at two-year technical colleges in South Carolina? Findings

This Research Question was addressed through the interview process. The intent of the interview questions was to extract these strategies though interactive discussion so clarity of the responses could be achieved.   Interviews were conducted with 5 presidents. Three presidents raised funds per FTE above the group average and were considered successful presidents for the purpose of this question. Strategies of all interviewed presidents were considered, and those strategies unique to the successful presidents were:

1. Creating a clear vision

2. External orientation of the campaign

3. Active board members who are people of influence and recognized leaders

4. Planning, organization, and management of the campaign

5. Entrepreneurial attitude of president and foundation board

6. College stability and positive movement forward

7. Realistic assessment of what the campaign can achieve

Surmising the strategies common to all three successful presidents could suggest narrowing this list down further to two factors; i.e., the importance of the foundation board members and the ability of the president to plan, organize, and execute a campaign based upon a realistic assessment. Research supports these strategies. (Anderson, 2003; Koelkebeck, 1994; McCormick, 1994; McNamara, 1988)

Relationships were mentioned by all presidents; however, the more successful presidents specified that building these relationships took trust, transparency, and sincerity. Other common factors among all presidents included serving local needs, involvement with industry, providing a quality product and institutional image.

The presidents interviewed did not discuss internal campaigns or alumni associations. Only one president, who was towards the lower end of funds raised per FTE, mentioned the foundation staff. Neither did presidents discuss any aspect of their location or size of their institution. Therefore, these factors were not considered as being most critical to a fundraising effort.

The presidents considered successful for the purpose of the interviews displayed more tendencies towards new approaches to how they conduct fundraising or changing in traditional fundraising approaches. For example, one successful president stated that his foundation has moved away from the traditional fundraising emphasis towards a fund-

making emphasis. This president has been the driving force behind this paradigm shift and is consistent with entrepreneurialism as stated by Fisher and Koch (2004).

Interviews with the presidents would suggest that they see themselves as entrepreneurs. Interviews would also indicate that presidents who raised more funds per FTE were finding new approaches to fundraising or fundraising differently than in the past, suggesting that they displayed entrepreneurial tendencies. Presidents who were less successful in fundraising did not display those same entrepreneurial characteristics. This supports research by Fisher and Koch (2004).

<u>Discussion</u>

The purpose of this study was to explore fundraising at South Carolina's Technical Colleges and, particularly, presidential characteristics and practices along with various institutional demographics, characteristics, and strategies for successful fundraising. The discussion is based upon this purpose bringing findings, literature and theory together, organized by research questions.

Research Question 1: What are the financial characteristics related to fundraising of South Carolina's Technical Colleges as reported on Internal Revenue Service Form 990 over a three-year period?

During the period of this study, South Carolina's Technical Colleges had stable FTE enrollment. Generally, the net assets of their foundations grew by 22%; however, the amounts of private funds raised declined by 24% while the cost of raising those funds increased by 95%.

Research Question 2: What are the demographic characteristics of presidents engaged in fundraising at two-year technical colleges in South Carolina?

The demographic characteristics of presidents engaged in fundraising at two-year technical colleges in South Carolina generally include having an earned Doctorate degree, they followed an academic path to the presidency, and spent most of their career in higher education. South Carolina's Technical College presidents appeared to be predominately male, married, and considered their spouse an integral part of their leadership team. This could be considered a traditional pathway to the presidency. Fisher and Koch (2004) agree that presidents must still be academic leaders; however, they also stressed the importance of entrepreneurial characteristics. Fisher and Koch's research showed no relationship between a traditional academic path and the development of entrepreneurial characteristics. In this study, presidential demographics and entrepreneurialism demonstrated no relationship, particularly during the interviews. Presidential demographic characteristics were not conclusive in how they may be associated with successful fundraising at two-year technical colleges in South Carolina.

Research Question 3: What do presidents perceive as their fundraising behaviors at the two-year technical colleges in South Carolina?

Presidents valued their time spent with individual, major, and corporate donors. Presidents placed emphasis on community relations, commitment to mission, and institutional image. Presidential leadership style was consistent with entrepreneurial traits.

South Carolina's Technical College presidents who placed more emphasis on a well-planned, organized, and executed campaign, who hired a consultant to assist in this effort, and who committed their time to the campaign appeared to have more success in funds raised per FTE than those who did not.

The study would seem to agree with the research on the importance of the president to fundraising (Baxter, 1987; Cahill, 2003; Clements, 1990, Cockrum, 2004; Fife, 2004; Perez, 2003; Stewart, 2006; Thomas, 2006; Warnick, 1990) and with Roueche and Jones (2005) and Fisher and Koch (2004) on the importance of entrepreneurialism. The successful presidents emphasized that foundation board members must be people of influence and recognized leaders but also active in the campaign, which is consistent with Cahill (2003) and McNamara (1988). These characteristics are also not conclusive and additional research is needed in these areas.

Research Question 4: What are the perceptions of the presidents of two-year colleges in South Carolina regarding the organization and effectiveness of their foundation offices? The presidents perceived that their colleges had a positive image and served a distinctive niche within their community. Generally, presidents are embracing a more professional fundraising approach by hiring consultants.

South Carolina's Technical College foundation characteristics appeared to mirror existing research in the following areas: they include the planning of the campaign and the importance of a feasibility study (Lapin, 2002) that evaluates image (Anderson, 2003: McCormick, 1994; Schuyler, 1997), campaign cause and goals (Weir, 2002), and sources of contributions (Fife, 2004). The organization of the campaign creates a systematic

approach and addresses staffing (Cook, 1997; Lapin, 2002). The execution involves the president's commitment in time and effort (Anderson, 2003; Koelkebeck, 1994; McCormick, 1994; McNamara, 1988) and how the presidents present themselves and their college to the community and prospective donors.

The successful presidents emphasized that foundation board members must be people of influence and recognized leaders but also active in the campaign, which is consistent with Cahill (2003) and McNamara (1988).

Research Question 5: What fundraising campaign strategies do presidents offer associated with successful fundraising at two-year technical colleges in South Carolina?
The fundraising strategies associated with successful fundraising strategies at two-year colleges in South Carolina included presidential commitment to aggressive fundraising and the presidents' ability to develop a fundraising-oriented foundation board.

While interviewed presidents discussed several aspects of fundraising, a summary of their successful strategies can be narrowed to two primary strategies: developing a foundation board that has the ability to play a leadership role and the commitment and ability to plan, organize, and execute a campaign. These strategies often include hiring an external consultant to assist in guiding the process and performing tasks outside the college's expertise, such as a feasibility study.

In summary, this study would suggest characteristics of presidents associated with fundraising at two-year technical colleges in South Carolina included the personal characteristics of an earned Doctorate degree, following an academic path to the presidency, and spending most of their career in higher education. They were

predominately male, married, and consider their spouse an integral part of their leadership team. It included fundraising characteristics of presidents valuing time spent most with individual, major, and corporate donors; placing emphasis on community relations, commitment to mission, and institutional image; and embracing an entrepreneurial leadership style. It also included foundation characteristics of maintaining a positive image; serving a distinctive niche within their community; and embracing a more professional fundraising approach by hiring consultants. Successful strategies included the president's complete commitment to fundraising and creation of a working foundation board with members of influence and affluence.

South Carolina's Technical College presidents committed and successful in fundraising displayed characteristics consistent with the importance that literature places on planning, organizing, and executing a campaign. Complexity of raising money for their institutions could be pushing more presidents to hire professional consultants. The importance of entrepreneurialism was evident, particularly in the interviews. The importance of the foundation board was even more apparent to South Carolina's Technical College presidents than the literature might suggest. While this study was non-conclusive, the research would suggest that if there are strategies that impact presidential fundraising in South Carolina's Technical Colleges, these strategies are primarily the influence presidents have on planning, organizing, and executing fundraising efforts (to include their decision to bring in external consultants), and their influence on building an active foundation board with members who are influential and recognized leaders. These

two characteristics appear to be significant factors in a president's success or lack of

success in fundraising.

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

Conclusions were formulated and presented for each research question.

Research Question 1: What are the financial characteristics related to fundraising of South Carolina's Technical Colleges as reported on Internal Revenue Service Form 990 over a three-year period?

Conclusion 1: The financial characteristics related to fundraising from 2004-2006 in

South Carolina's Technical Colleges point to steady growth in the foundations' net assets

but private dollars were decreasing while cost to raise those dollars was increasing. If this

trend continues, fundraising could become more difficult.

Research Question 2: What are the demographic characteristics of presidents engaged in fundraising at two-year technical colleges in South Carolina?

Conclusion 2: Demographic characteristics of South Carolina's Technical College

presidents showed that most of the presidents moved through a more traditional approach

to their position by earning a Doctorate degree, moving up through the academic system,

and spending most of their career in higher education.

Research Question 3: What do presidents perceive as their fundraising behaviors at the two-year technical colleges in South Carolina?

Conclusion 3: The presidents generally perceived their fundraising behaviors as an

important element of their presidency. They focused their fundraising efforts in directions

consistent with the literature. While all presidents rated themselves positively towards

entrepreneurial characteristics, interviews separated aspects of successful fundraising presidents from presidents showing less success in fundraising. Successful fundraising presidents place more emphasis on how they focused their individual and college's efforts and resources and on the development of their foundation boards.

Research Question 4: What are the perceptions of the presidents of two-year colleges in South Carolina regarding the organization and effectiveness of their foundation offices?

Conclusion 4: The presidents generally perceived their foundations as well organized and effective. Several of the colleges had hired professional consultants to assist in fundraising campaigns, including conducting feasibility studies, and were satisfied with those efforts. Successful presidents were more likely to preside over more professionally managed fundraising campaigns and more likely to have entrepreneurial characteristics.

Research Question 5: What fundraising campaign strategies do presidents offer associated with successful fundraising at two-year technical colleges in South Carolina?

Conclusion 5: Presidents offered two primary strategies associated with successful fundraising. The first strategy was an absolute commitment to aggressive fundraising through the planning, organizing, and execution of their campaign. This commitment included the presidents' time and efforts and generally included engagement of professional consultants to assist in guiding the process. The second strategy was the presidents' effort to develop foundation boards with members of influence and affluence, who also committed their time and effort to the campaign.

Limitations of the Study

Limitations are areas of the study outside of the researcher's control. Information from this study is limited to the 12 South Carolina Technical Colleges that participated in the study. Foundation and enrollment data were limited to the 15 South Carolina Technical Colleges that completed IRS Form 990. Fundraising was limited to private funds and did not include grants. This study was also limited to the dependability of the responses to the survey and interview questions. This study looked at a three-year period of fundraising and FTE data. Timing of this study limited the results to a three-year window and may not accurately reflect longer fundraising and enrollment trends by the colleges. The descriptive nature of the study focused on the external validity of the data rather than the internal validity. Finally, because of the small sample size, statistical computations that could analyze statistical significance between the various areas were not used.

Implications and Recommendations

Fifteen of the 16 South Carolina Technical Colleges have an active foundation, with the remaining foundations being reactivated. South Carolina's Technical Colleges are raising money either though major gift campaigns or annual campaigns. While some institutional aspects of the college such as age, location, and size are outside of the president's control, information on the comparisons may be useful for developing campaign goals.

Factors possibly subject to presidential influence are planning, organization, and execution of their institution's fundraising. This study would suggest that planning, organization and execution, creating a campaign with an external focus, developing and

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maintaining an entrepreneurial attitude, and building an active foundation board with members who are people of influence and recognized leaders may be important to the campaign's success.

Implications of this study may also indicate the impact of using external consultants to assist in the planning, organization, and execution of a campaign. Institutions may want to consider this option prior to beginning a campaign.

General Recommendations

Two-year colleges preparing to conduct fundraising efforts may want to consider the conclusions of this study prior to conducting their efforts. Consideration should be given to the makeup of the foundation board and their willingness to support the campaign. Consideration should also be given to evaluating the institution's capabilities to determine the need for external consultants to provide services beyond their institution's capabilities.

Presidents should consider the time, effort, and cost requirements of a major gift campaign and determine if they are prepared or able to make such a commitment prior to beginning a major gift campaign. Presidents should consider approaches to fundraising consistent with entrepreneurialism. These recommendations could assist presidents in conducting a successful major gift campaign. They can also benefit members of the college trustees and foundation boards, developmental staff, faculty, and college staff in understanding the dynamics and importance of a well-planned and executed major gift campaign.

Recommendations for Future Research

This study provides a foundation for future studies. Several areas within the summary of the findings indicated that more research is needed; however, the researcher offers the following recommendations.

1. Funds raised per FTE were used to offer a descriptive look at several characteristics. A larger study allowing for a statistical significance evaluation of funds raised per FTE with specific variables could be of great value.

2. A study that examines the relationships among variables such as a well-planned, organized, and executed campaign, hired consultants, and presidential commitment could be beneficial.

3. A study that focuses on specific fundraising strategies and their effectiveness at all levels of higher education can provide meaningful information for college administrators and those who work in the area of fund raising. A study exploring a closer relationship between entrepreneurialism and fundraising would be helpful.

4. A study that investigates the role of the college trustees and foundation board members in fundraising strategies could also be beneficial.

While there are other factors discussed within this study that could be addressed in future research, these topics could provide assistance to two-year college presidents entering fundraising campaigns to address the needs of their institutions. Qualitative and quantitative research designs are recommended for future studies related to fundraising in colleges and universities. These recommendations could improve two-year colleges' ability to manage and operate major gift campaigns in the future and a president's ability to be successful.

APPENDICES

Appendix A

South Carolina Two-Year College Fundraising Factors Survey

SOUTH CAROLINA TWO-YEAR COLLEGE FUNDRAISING FACTORS SURVEY

PART I: PROFESSIONAL AND PERSONAL DATA

1. Degrees Earned:

Doctorate	Yes [ ]	No [ ]	Major: _____.
Master's	Yes [ ]	No [ ]	Major: _____.
Baccalaureate	Yes [ ]	No [ ]	Major: _____.

2. Previous Experience in Higher Education: Positions held prior to becoming a president.

Senior Vice-President	Yes [ ]	No [ ]
Vice-President of Academic Affairs	Yes [ ]	No [ ]
Vice-President of Student Services	Yes [ ]	No [ ]
Vice-President of Business	Yes [ ]	No [ ]
Vice-President of Development	Yes [ ]	No [ ]
Academic Dean	Yes [ ]	No [ ]
Dean Other	Yes [ ]	No [ ]
Director	Yes [ ]	No [ ]
Department Chair	Yes [ ]	No [ ]
Instructor	Yes [ ]	No [ ]

3. Last position held prior to first presidency: _____.

4. Total years in higher education administration: _____.

5. Total years in higher education: _____.

6. Total years of experience outside higher education: _____.

7. Total years in presidential position: _____.

8. Total years experience in fundraising _____.

9. Age upon assumption of first presidency: _____.

10. Total years in current presidency: _____.

11. Age: _____.

12. Gender: Male [ ] Female [ ]

13. Race/Ethnic Background:

Black or African American	[ ]
American Indian or Alaskan Native	[ ]
Asian	[ ]
White/Non-Hispanic	[ ]
Hispanic	[ ]
Other: _____.	

14. Current Marital Status:

        Never married   [ ]
        Divorced   [ ]
        Widowed   [ ]
        Married   [ ]

15. If married, do you consider your spouse an integral part of your leadership team?
        Yes [ ]   No [ ]

PART II: FUNDRAISING STYLE

1. As a college president, I spend an average of ___ hours of my time each week engaged in fundraising activity.

        A. __ Less than 5
        B. __ 5 to 10
        C. __ 11-20
        D. __ Over 20

2. As a college president, I spend an average of ___ hours of my time each week with the developmental staff.

        A. __ Less than 5
        B. __ 5 to 10
        C. __ 11-20
        D. __ Over 20

3. As a college president, I spend an average of __ hours in preparation prior to meeting with a prospect.

        A. __ Less than 1
        B. __ 1 to 2
        C. __ 3 to 5
        D. __ Over 5

4. As a college president, I spend an average of __ hours with a prospect when asking for a gift.

        A. __ Less than 1
        B. __ 1 to 2
        C. __ 3 to 5
        D. __ Over 5

5. As a college president, I believe my fundraising time is best spent with _____.
(1 being least valuable and 5 being most valuable)

Alumni	1	2	3	4	5
Trustees	1	2	3	4	5
Individual donors	1	2	3	4	5
Major donors ($10,000 +)	1	2	3	4	5
Corporate donors	1	2	3	4	5
Government	1	2	3	4	5
Discussions with staff	1	2	3	4	5
Planning and thinking	1	2	3	4	5

6. As a college president, I believe that a significant indicator of success or effectiveness of a president is: (1 being of little significance and 5 being of great significance)

Amount of total gifts raised	1	2	3	4	5
Amount of endowments raised	1	2	3	4	5
Image of the institution	1	2	3	4	5
A strong administrative team	1	2	3	4	5
A strong faculty	1	2	3	4	5
Board/administration relations	1	2	3	4	5
Community relations	1	2	3	4	5
Commitment to the mission	1	2	3	4	5

7. As a college president, how would you rate the following statements as it pertains to your leadership style? (1 being not your style and 5 being very much your style)

I am a risk taker	1	2	3	4	5
I believe heavily in the organizational structure	1	2	3	4	5
I frequently violate the status quo	1	2	3	4	5
I frequently conclude partnerships with business and industry	1	2	3	4	5

PART III: DEVELOPMENT OFFICE/FOUNDATION CAMPAIGN DATA

The following questions are concerning your development office/foundation and your most recent major gift and annual campaign.

1. Do you believe that your development office/foundation has been aggressive in its fundraising efforts; that is, has it initiated contacts with prospective donors, maintained that contact, and made requests for gifts on a regular basis?

        A. __Yes   B.__ No

2. Did you or your development/foundation staff conduct an assessment of your institution's strengths and weaknesses prior to conducting your last campaign?

        A. __ Yes   B. __ No

3. If yes, did you feel that this assessment was accurate?

        A. __ Yes   B. __ No

4. Have you or your development/foundation staff made an assessment of likely constituents to approach?

        A. __ Yes   B. __ No

5. If yes, do you feel that this list was comprehensive?

        A. __ Yes   B. __ No

6. Does your Board of Trustees show strong leadership in fundraising for the college?

        A. __ Yes   B. __ No

7. Does your development office/foundation have the modern technology necessary to maintain adequate records and provide needed information on donors and potential donors?

        A. __ Yes   B. __ No

8. Did your institution conduct an in-house (within the institution) campaign preceding its public effort?

        A. __ Yes   B. __ No

9. If yes, what percentage of the total trustees, administration, staff, and faculty contributed to the in-house campaign?

        A.   __ 0%-25%
        B.   __ 26%-50%
        C.   __ 51%-75%
        D.   __ 76%-100%

10. Does your college have a well-defined and positive image within the community you serve?

        A. __ Yes   B. __ No

11. Does your college have a distinctive niche within the educational community?

        A. __ Yes   B. __ No

12. Have you conducted a major gift campaign? (If no, please skip to question 16)

        A. __ Yes   B. __ No

13. If yes, did you hire external consultants to assist in your last major gift campaign?

        A. __ Yes   B. __ No

14. If a campaign was conducted, was a feasibility study conducted prior to the campaign?

        A. __ Yes   B. __ No

15. If yes, was the result constant with the actual funds raised?

        A. __ Yes   B. __ No

16. Do you have an active Alumni Association?

        A. __ Yes   B. __ No

17. If yes, does it take an active role in raising funds for the college?

        A. __ Yes   B. __ No
        THANK YOU FOR YOUR TIME AND EFFORT IN COMPLETING THIS SURVEY!

Appendix B

Interview Guide

Name:
Institution:
Date:

Interview Guide

1. How do you shape compelling reasons for philanthropic support?

2. What brings gifts to an institution?

3. What is the most important aspect of any fundraising campaign?

4. What presidential characteristic or trait is the most important to a successful fundraising campaign?

5. What institutional characteristic is the most important to a successful fundraising campaign?

6. What foundation characteristic is the most important to a successful fundraising campaign?

Note: The above questions may be slightly modified and/or additional questions may be asked based upon the survey results and answers to the above questions.

Appendix C

Cover Letter I

October 22, 2007

Inside Address

Dear

I am John C Boyd, President of Colorado Northwestern Community College and doctoral student at Clemson University under Dr. Frankie Williams. As a fellow president, I ask for your participation in a study titled Presidential Fund Raising in South Carolina's Two-Year Technical Colleges. Enclosed is a survey that should take you less than fifteen minutes to complete. Two or three presidents will be asked to participate in a follow-up interview. The purpose of this research is to look at presidential, institutional, and foundation characteristics associated with fundraising at two-year technical/community colleges in South Carolina.

There is no known risk associated with this research. However, there are benefits to this research that could assist you in future fundraising campaigns. The results of this study will be sent to you upon completion.

Your responses to this survey will be completely confidential. Surveys will be returned directly to me and data from the surveys will not be listed by name or school. Information from participants selected for the follow-up interview will be used only upon the written consent by those participants. Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your participation at any time

Please complete the survey within 30 days and return it in the self addressed stamped envelope. If you have any questions or concerns about this study, or if any problems arise, please contact Dr. Williams at 864-656-1491 or myself at 970-675-3201. If you have any questions or concerns about your rights as a research participant, please contact the Clemson University Office of Research Compliance at 864-656-6460.

I want to thank you in advance for your assistance in this study!

Sincerely,

John C. Boyd
President,
Colorado Northwestern Community College

Cover Letter II

November 30, 2007

Inside Address

Dear

I am John C. Boyd, President of Colorado Northwestern Community College and doctoral student at Clemson University under Dr. Frankie Williams. In October, I mailed out a survey titled Presidential Fund Raising in South Carolina's Two-Year Technical Colleges. While I have received many of these surveys back, it is critical with such a small sample size that I get the maximum participation possible so that my outcomes are usable to your college.

Enclosed is a survey that should take you less than fifteen minutes to complete; if you have already completed the survey please disregard this packet. Two or three presidents will be asked to participate in a follow-up interview. The purpose of this research is to look at presidential, institutional, and foundation characteristics associated with fundraising at two-year technical/community colleges in South Carolina.

There is no known risk associated with this research. However, there are benefits to this research that could assist you in future fund raising campaigns. The results of this study will be sent to you upon completion.

Your responses to this survey will be completely confidential. Surveys will be returned directly to me and data from the surveys will not be listed by name or school. Information from participants selected for the follow-up interview will be used only upon the written consent by those participants. Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your participation at any time.

Please complete the survey within 30 days and return it in the self addressed stamped envelope. If you have any questions or concerns about this study, or if any problems arise, please contact Dr. Williams at 864-656-1491 or myself at 970-675-3201. If you have any questions or concerns about your rights as a research participant, please contact the Clemson University Office of Research Compliance at 864-656-6460.

I want to thank you in advance for your assistance in this study!

Sincerely,

John C. Boyd
President, Colorado Northwestern Community College

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