AN EXPLORATION OF GOVERNMENT FUNDING, ALUMNI GIVING, AND PRIVATE FUNDRAISING'S IMPACT ON RESOURCE GENERATION AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES:

A MULTIPLE CASE STUDY

by

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A DISSERTATION

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As far back as I can remember, obtaining an education has been at the forefront of my life. My parents met at a Historically Black College and University, Langston University in Langston, Oklahoma. My first childhood stories were read from the volumes of the Encyclopedia Britannica that were kept in the living room of our home – my first exposure to a library. I dedicate this project to my parents, David Monroe Threatt and Mildred Casin Thomas Threatt. They taught me, and my brothers (Davey and Maurice) and sister (Joyce) to set our own path, obtain an education and be kind to everyone. I know they are proud of this achievement.

To my husband, William Pickrum, thank you for your patience, encouragement, understanding, support and love. I share this accomplishment with you. And to my daughter, Gena, I did it! Your encouragement and belief in me being able to achieve this honor kept me going until the end. Martin, Gabrielle, Brandon, and Ilana education is a life long journey that is very fulfilling.

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AN EXPLORATION OF GOVERNMENT FUNDING, ALUMNI GIVING, AND PRIVATE FUNDRAISING'S IMPACT ON RESOURCE GENERATION AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES: A MULTIPLE CASE STUDY

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ABSTRACT

Funding for institutions of higher education (IHE) currently faces particularly difficult challenges the given recent economic downturns and changing perceptions of the usefulness of a college degree. At the same time, while the colleges and universities seek to grapple with the rising expectations and expanding costs, opportunities for funding appear to be lessening. Government funding, whether through federal, state or local government, has been decreasing as a result of the economic conditions at the same time that external indicators that judge higher education institutions worthy of investment become more stringent. Historically Black Colleges and Universities (HBCUs) suffer disproportionately in this environment. The mission of these institutions is to address long-term inequities in education that African-Americans, in particular, have suffered. Current indicators of a university or college's worthiness are increasingly based on the *U.S. News and World Report* rankings, yet these rankings utilize measures that cast HBCUs in an especially negative light because their mission is to serve under-

resourced and predominantly first-generation college students. Institutions of higher education, and especially HBCUs in particular, must carefully examine their current resource generation methodology and make adjustments based on current realities.

This study provides an in-depth case study into two HBCUs in the mid-Atlantic region and their approach to resource generation in light of this changing paradigm. It highlights the importance of moving away from a dependence on government funding to a more sustainable and independent approach that emphasizes more creative alumni giving and private fundraising. This study builds on and contributes to a strong research base that clearly shows that institutions of higher education must seek to engage alumni earlier and more actively in committing to ongoing financial support of their alma maters while also finding ways to convince potential donors, whether private individuals, corporate sponsors, or charitable organizations, of the important role that HBCUs play in educating students who have much to contribute to the improvement of American communities but suffer especially difficult challenges in achieving a college education. This study highlights several particularly important changes that HBCUs can make in their resource generation strategies that will, ideally, guarantee their usefulness and sustainability in the future.

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CHAPTER I: INTRODUCTION

1.1 Introduction

Higher education funding is in flux and public higher education's changing

financial environment is well documented. The very nature of higher education funding

is uncertain at best because of the dependency on funding sources outside of its control

(*ASHE Higher Education Report*, 2010). This study explores government funding,

alumni giving, and private fundraising's impact on public Historically Black Colleges

and Universities' (HBCUs) resource generation. Because of the uncertainty and

sensitivity of global markets, the United States economy is experiencing declining

personal wealth, corporate bottom line minimization, decreasing and reclaiming

educational spending among the states as tax revenues decline, and institutional

endowments that have succumbed to the deterioration of the markets (Drezner, 2010).

As HBCUs address changes in their funding sources, sound development strategies are

crucial to their fiscal health and to institutional well-being (Leak & Reid, 2010).

Unpredictable federal funding for HBCUs has increased slowly since 2008 under

the Obama Administration, but is still far below that of predominately white institutions

(PWIs). Only a small fraction of research and development (R&D) funds are allocated to

HBCUs (Gasman, 2010). In 2010, President Barack Obama signed Executive Order

13532 to establish the White House Initiative on HBCUs (Initiative), to be housed in the Department of Education (Department). The mission and function of the Initiative is to work with executive departments, agencies, and offices, the private sector, educational associations, philanthropic organizations, and other partners to increase the capacity of HBCUs to provide the highest-quality education to a greater number of students, and to take advantage of these institutions' capabilities in serving the nation's needs. An excerpt of the Executive Order can be found in Appendix A.

Although Executive Order 13532 went further than any previous Executive Order, progress remains at a slow pace. According to the U.S. Department of Education in the White House Initiative on Historically Black Colleges and Universities 2013 "Annual Report to the President on the Results of the Participation of Historically Black Colleges and Universities in Federal Programs," released in 2015, overall funding from FY 2012 to FY 2013 increased only by 0.1 percentage points compared to a 0.1 percentage point decrease from FY 2011 to FY 2012. As cited in Table 1.1, the HBCU share of funding from FY 2007 to 2013 averages a dismal 2.8 percent.

Table 1.1
Total amount of federal funding awarded to all Institutions of Higher Education (IHEs) and to HBCUs, and percentage of IHE allocations awarded to HBCUs: FY 2007-11

Fiscal Year	IHEs	HBCUs	% HBCU Share
2007	$117,656,478,000	$3,644,896,348	3.1%
2008	$134,479,809,000	$3,964,987,750	2.9%
2009	$174,472,081,000	$4,780,696,771	2.7%
2010	$191,767,661,000	$5,083,932,493	2.7%
2011	$184,069,491,878	$5,196,377,927	2.8%
2012	$180,294,409,130	$4,794,956,403	2.7%
2013	$172,369,578,639	$4,758,941,493	2.8%

Source: Data were provided by participating federal agencies under Presidential Executive Order 13532 to the White House Initiative on HBCUs.

The percentage of funds awarded to HBCUs from FY 2007 to 2013 has a weighted average of 3.5 percent over the past seven fiscal years. Overall the percentage share of HBCU funding from FY 2012 to FY 2013 increased by only .03 percentage points. As the below chart depicts HBCUs, as a whole, received far less than the IHEs in each year.

Table 1.2

Amount of federal funding awarded to all IHEs and HBCUs, excluding student financial assistance, and percentage of IHE allocations awarded to HBCUs: FY 2007 -13.

Fiscal Year	IHEs	HBCUs	HBCU Share %
2007	$34,936,125,000	$1,253,719,673	3.6%
2008	$36,776,779,000	$1,376,998,620	3.7%
2009	$45,162,510,000	$1,451,333,865	3.2%
2010	$46,629,200,000	$1,503,657,170	3.2%
2011	$36,391,937,284	$1,342,141,476	3.7%
2012	$36,027,283,566	$1,227,116,047	3.4%
2013	$35,985,649,678	$1,323,909,874	3.7%

Source: Data were provided by participating federal agencies under Presidential Executive Order 13532 to the White House Initiative on HBCUs.

The HBCU funding equity challenges from the federal government are compounded by the same struggle among the states. While not the sole source of funding, state appropriations are a significant source of the overall budget for a public college or university (Hardee, 2013; Cheslock & Hughes, 2011). Other demands for state resources have lessened the budget for higher education each year as multiple constituents compete for the same limited state resources. For many states, higher education usually falls behind other priorities leaving these institutions last in state funding appropriations.

There is a trend in many states to reprioritize funding higher education, substantially altering the distribution of resources within these institutions (Cheslock & Gianneschi, 2008). "State governments either lack focus on the business of higher education or are attempting to advance other agendas (such as budget cutting, efficiency, patronage, control) in the ways they engage public higher education" (Clay, 2012, p.46). Mortenson (2012) reports in an article for the American Council on Education,

> Despite steadily growing student demand for higher education since the mid-1970s, state fiscal investment in higher education has been in retreat in the states since about 1980. In fact, it is headed for zero. Based on the trends since 1980, average state fiscal support for higher education will reach zero by 2059, although it could happen much sooner in some states and later in others. Public higher education is gradually being privatized. Declining state support for higher education leads directly to increased tuition charges to students.
>
> - Inflation-adjusted tuition charges that were declining in the 1970s have surged since 1980. Inflation-adjusted tuition and fee charges have increased by 247 percent at state flagship universities, by 230 percent at state universities and colleges, and by 164 percent at community colleges since 1980.
> - Many public universities are enrolling a shrinking share of students from lower-income families and competing most aggressively for the students

that can afford to pay higher tuitions with institutional discounts.

- Public institutions that can do so are aggressively recruiting non-resident students, for whom tuition charges are typically three times what state residents pay (p. 3).

The lack of government support for higher education is compounded by other economic stresses as depicted in Figure 1.1. The engagement of alumni – a group that historically has not fully supported their alma maters, even in more favorable times – is negatively impacted by economic conditions (Roy-Rasheed, 2012). Private giving from corporations, foundations and individuals also continues to decline for varied reasons including market fluctuations (Bowman, 2010b, Clay, 2012).
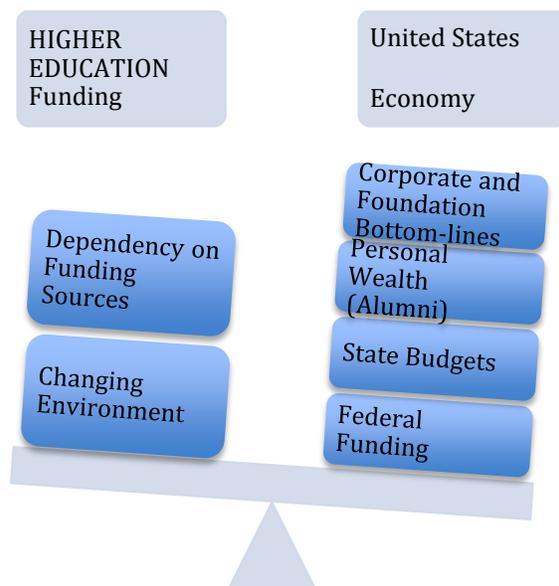
Figure 1.1 The balancing act of higher education funding against the United States economy

Universities are searching for alternative revenue sources through fundraising and philanthropic activities (Cheslock & Gianneschi, 2008). Drezner reported that philanthropy was once used exclusively as a margin of excellence for American higher education. In these times, these funds are central to the mere existence and daily functioning of higher education in order to ensure vitality, innovation and excellence (Drezner, 2010; Hurvitz, 2010). Across the board, HBCUs differ in their levels of success in obtaining alternative revenue sources.

Funding the mounting financial need is a major issue confronting HBCUs. The challenge to raise funds to keep pace with expanding financial need is formidable. Most, if not all, public and a growing number of private HBCUs face this challenge. Philanthropic sources often believe that public HBCUs do not require as much financial support because they believe state appropriations adequately meet the university's needs. This inaccurate perception needs to be dispelled for all public HBCUs. According to Clay (2012), just because they are publicly subsidized, it is not obvious that these schools would be under-resourced relative to their same-tier peers, but because of past and continuing discrimination, they, too, are under-resourced.

The three variables selected for this study - government funding, alumni giving, and private fundraising – will be explored to determine their collective impact on HBCUs' resources to support operations, sustainability and growth. Figure 1.2 indicates these variables and essential studies that have addressed these issues.
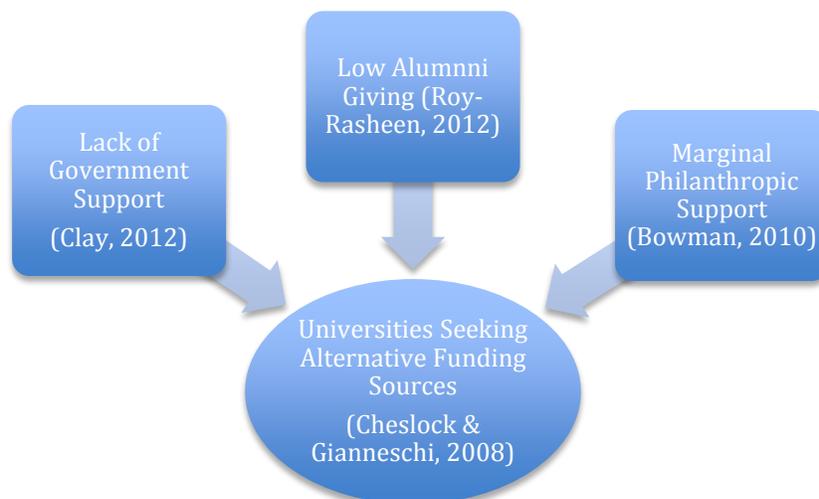
Figure 1.2: Multiple Challenges Facing University Funding

1.2 Background of the Problem

The challenges facing HBCUs are multifaceted and warrant extensive empirical

studies to expand the body of knowledge. While funding challenges capture the

headlines and are a major focus of this study, an equally important and connected

concern is the role of leadership in facilitating fund raising and resource generation at

these institutions. Schexnider (2008) espouses that the challenge facing most HBCUs is

having the proper leadership to address the management and resource needs of the

institutions. He argues that the vast majority of Black institutions have the potential to be

successful if greater attention is placed upon recruiting outstanding leadership, engaging

in capacity building for improved management, and emphasizing strategic planning (p. 499).

Historically, the revenue generated from tuition is the highest percentage of a university's budget – public or private – and, for many, it remains so. The differential between the proportion of tuition revenue verses non-tuition revenue is shrinking in the face of student enrollment fluctuations and declines (Drezner, 2010, Cheslock & Hughes, 2011). The uncertainty in student enrollment tuition revenue is particularly significant because of recent policy changes made by the federal government in funding student aid. Malveaux stated that federal policy changes dramatically hurt higher education institutions. This can be clearly seen in changes in the Pell grant and Parent Plus loan. The Pell grant's sliding scale to determine need was altered to heavily weight the applicant's credit record, leaving many families without financial aid awards. Parents' next possibility, securing a Parent Plus loan, faced similar challenges. In October 2011, the U.S. Department of Education changed the eligibility credit criteria, making it difficult for those with less than-perfect-credit to be approved (Malveaux, 2013; Fishman, 2013). These criteria changes affected more than 30,000 students at HBCUs at a collective loss in tuition to the schools of more than $150 million (Burke, 2014; Morris, 2015). These tuition funding policy changes significantly impact university revenues and students' ability to pursue a college education. Fishman (2013) shows that HBCUs were adversely affected by these decisions, as were many for-profit institutions. Between 2011

and 2013 HBCUs applicants for Parent Plus loans declined by 45 percent and

disbursements declined by 27 percent. In response to a powerful appeal from the

Congressional Black Caucus, the Thurgood Marshall College Fund, and the United

Negro College Fund, the U.S. Department of Education changed the regulations in 2014

to be more accommodating and to reduce the hardship on the families to obtain funding

(Burke, 2014). According to former Secretary of Education Arne Duncan, "the new

regulations will both expand student access to postsecondary education and safeguard

taxpayer dollars by reflecting economic and programmatic changes that have occurred

since the program was established more than 20 years ago." ("Direct PLUS," 2014, para.

1). Many view this reversal as a temporary fix. HBCUs continue to fight to obtain

federal funding equity with predominately white institutions (PWIs) to lessen the

dependency on student tuition revenue.

The general consensus is that HBCUs must search for new and innovative ways to

replace the declining financial supports from federal, state, and local sources.

Furthermore, Lee & Keys (2014) add that HBCUs must increasingly find new ways to

improve student outcomes now that they are likely to be tied to state and federal funding.

Several states currently consider appropriations to HBCUs based on their performance on

student outcome metrics. On February 13, 2013, the U.S. Department of Education

released the long expected College Scorecard website, which provides information on

each college's average cost to attend, graduation rate, and average salary after attending.

The Administration promotes the site as having the information students and parents need to select a college that fits their budget and will ultimately lead to graduation and career goals.

The Administration wanted to put more stringent guidelines in place and thereafter proposed a college rating system that would have linked federal funding to performance. The intent was to transform the way federal aid is awarded by tying aid to institutional performance. The U.S. Department of Education reported on the ratings system site that it "challenged states to fund public colleges based on performance and to hold students and colleges receiving student aid responsible for making progress toward a degree" ("College Ratings System," 2014). This proposed rating system was perceived by HBCUs to be another roadblock to obtaining much needed funding. In June 2015, due to a storm of complaints from high education stakeholders, the decision was made to not move forward with it but to provide even more information and tools to consumers to assist in college selection.

HBCU presidents are concerned about the college scorecard not reflecting the intangibles that students receive while attending an HBCU. Morris (2015) reports that HBCU presidents are apprehensive about being left out of major policy change conversations that greatly affect their institutions. Morris' report notes historic changes in Parent Plus loans and Pell grants as moments when HBCUs were blindsided and damaged by policies that were hastily put in force. In addition, the Administration's

proposed community college free tuition initiative is considered as being potentially

detrimental to HBCUs as another avenue to attract students away from their institutions.

Government policies appear to directly impact the resources of HBCUs. Limited

research shows the impact of these policies is especially significant at HBCUs, especially

public HBCUs. Tuition-driven university budgets feel the greatest impact of these

government policy decisions and more research is needed to analyze current and future

data to support the arguments against these seemingly short-sighted policies.

Colleges and universities rely heavily on alumni involvement to subsidize the cost

of operating their institutions (Roy-Rasheed, 2012). HBCU alumni giving varies, but is

historically low due to a high percentage of first-generation graduates without legacy

wealth (Bowman, 2010). This is compounded by the decline in private giving from

individuals, corporations and foundations (Hall, 2011). Some universities, in particular

public HBCUs, are hit harder by these challenges than others. Unlike the public PWIs,

these institutions usually receive considerably less funding from state authorities (Clay,

2012). In conclusion, HBCUs continually experience state and federal budget cuts,

stagnant and declining private revenue streams, and low alumni giving (Gasman, 2010).

1.3 Purpose of the Study

The purpose of this study is to explore government funding, alumni giving, and private fundraising's impact on resource generation at public, mid-Atlantic region, Historically Black Colleges and Universities.

1.4 Need for the Study

Most universities are tuition-driven. However, Cheslock and Gianneschi (2008) report that institutions must become more balanced and include alternative revenue sources to support operations and sustainability. This study is important because the literature has not addressed the collective impact of government (federal, state and local) funding, alumni giving, and private fundraising resource generation of public, mid-Atlantic region HBCUs. There is a major gap in the literature, which is dominated by articles on separate issues of fundraising. A collective and comparative investigation of the impact of these alternative revenue sources on public HBCUs in the mid-Atlantic region is needed. Furthermore, the leadership implications are not considered sufficiently in the literature. For example, some of the single studies that were conducted include: a study by Avery (2009) focused on the history of HBCUs and the struggle to obtain equitable funding from the federal and state government; Belfield & Beney's study (2000) focused on what makes alumni contribute; and Jason & Darold's study (2010) that addressed the need for HBCUs to obtain private support.

The need for this study is even more acute for public universities in light of

inconsistent state support. Several studies (Bowman, 2010; Clay, 2012; Cheslock &

Gianneschi, 2008; Coupet & Barnum, 2010; Drezner, 2010; and Gasman, Baez,

Drezner, Sedgwick, Tudico & Schmid, 2007) speak to the problems of state funding.

Particularly noteworthy is Cheslock and Hughes' study (2011), which extensively

examines the inequality in tuition and state grant aid. Cheslock and Gianneschi cite that

other sources of revenue, such as private gifts, are growing at faster rates than state

support, but these alternative revenue sources are still relatively small compared to the

need.

1.5 Significance of the Study

This study will benefit institutions of higher education by filling an important gap

in the literature. It will support the argument for universities to create, maintain and

expand varied strategies to obtain funding from all three alternative revenue sources in

order to strengthen fiscal projections and planning. This study will be of benefit to the

university administrative leadership, in particular presidents, vice presidents of finance

and administration, members of the boards of trustees, deans, and all others that are

involved in fiscal planning at the institution. It provides an analysis of the impact of the

lack of revenue from these varied sources in meeting the challenges of resource

generation and explore strategies to increase revenue from the government, alumni, and private sources. This study provides empirical research data and findings utilizing case studies to understand the approaches being used to address these overarching issues.

1.6 Relevance to Educational Leadership

The topic of this study is integrally involved with the leadership responsibilities at higher education institutions. The viability of these institutions is dependent on the front line of leadership of the institutions' administration, the president and the board of trustees. Northouse (2013) proposes that the definition of leadership highlighting four main components, (a) leadership is a process, (b) leadership involves influence, (c) leadership occurs in groups, and (d) leadership involves common goals. The resource needs of the university are paramount to the role of the president. This fact undergirds this study which is being viewed through the lens of Resource Dependency Theory (RDT) (Pfeffer & Salancik, 1978). University leaders will be able to utilize the findings of this study to guide future strategies to counter and reverse the impact of decreasing and minimal government funding, minimal alumni giving, and decreasing private donations to sustain operations. The president and other higher education leaders will have to engage all relevant staff to work in unison on common goals in order to carefully plan the allocation of resources in light of the lack of available revenue.

1.7 Organizational Boundaries

The organizational boundaries of this study have been thoroughly researched. Varied scholarly work, including Klenke (2008); Creswell (2013); and Leedy & Ormrod (2013), was reviewed in order to define the boundaries of this qualitative study. Cates' (2011) findings show that there is no suitable conceptual framework to assess higher education fund-raising performance. This research study will be guided by one main theory, Resource Dependency Theory (RDT), which recognizes the influences of external factors on organizational behavior (Boyd, 1990; Drees & Heugens, 2013; Hillman, Winthers, & Collins, 2009; Sia, & Boon, 1997). In addition, RDT examines how organizations respond to external factors and how managers feel constrained by these factors, yet explores how to reduce environmental uncertainty and reduce dependence (Brettel, & Voss, 2010; Nienhuser, 2008). This theory is appropriate because of the tremendous reliance universities have on external funding sources for their survival (Fowles, J., 2014; Davis & Cobb, 2010; Toma, 2002). The theory of RDT provides the foundation for the study because it supports the case study questioning approach and helps to rationalize the motives of the participants being studied**.**

1.8 Research Questions

Qualitative studies are different from quantitative studies in many ways. A primary characteristic is that qualitative studies do not begin with a hypothesis or a

presumed outcome (Agee, 2009; Creswell, 2013). Essentially, qualitative questions

evolve throughout the process of the study. Qualitative research protocols suggest

establishing a single, overarching central question for the study (Creswell, 2013). The

overarching question gives direction for the study design, collection of data, and offers

potential for developing new, more specific questions during data collection and analysis

(Agee, 2009).

      In this study, the central research question is: What is the collective impact of

government funding, alumni giving, and private fundraising on resource generation at

Historically Black Colleges and Universities? The initial sub questions are:

      RQ. 1. How does government funding impact resource generation?

      RQ. 2. How does alumni giving impact resource generation?

      RQ. 3. How does private fundraising impact resource generation?

As this qualitative case study evolved, additional sub questions were identified. The sub-

questions led to the development of the interview questions. The overarching question of

the study was answered through the interview process and other data collection avenues,

such as observations, document review, and field notes.

1.9 Definition of Terms

      Alumni. The current students at a college or university and its graduates.

Clean data set. A data set that does not contain information that identifies respondents.

Data triangulation. This process triangulates information on the research topic from two or more types of participants or sources and to the extent the information is similar it is determined to be corroborated.

Dominant approach. In this approach data cannot be collected anonymously, i.e. without any identifying information, so researchers must collect, analyze and report data without compromising the identities of respondents.

Experimental studies. Researchers give treatments and observe if they cause changes in behavior.

Grit theory. This theory was developed in 2007 by Angela Duckworth, University of Pennsylvania; Michael D. Matthews, USMA, West Point; W Dennis Kelly, USMA, West Point; and Christopher Peterson, University of Michigan in 2007. Grit is the quality of maintaining resilience and perseverance while experiencing obstacles and struggles in working toward goals. This trait is directly what successful advancement staff must have in order to raise funds for HBCUs whether sought from the government, alumni, or the private sector.

Government funding. Federal grants, Federal student aid, state appropriations, local government grants.

Member checking. The dependability of the study results is checked by members of the research team, who can be the participants.

Non-experimental studies. Researchers do not give treatments, rather they observe participants in order to describe them as they naturally exist without experimental treatments.

Peer review. The use of an outside expert in qualitative research who examines the process to collect the data, the resulting data and the conclusions, and then provides feedback to the researcher.

Private funding source - Corporations. A corporation (sometimes referred to as a C corporation) is an independent legal entity owned by shareholders.

Private funding source – Foundations. A foundation (also a charitable foundation) is a legal categorization of nonprofit organizations that will typically either donate funds and support to other organizations, or provide the source of funding for its own charitable purposes.

Private funding source - Philanthropists. A philanthropist is someone who engages in philanthropy; someone who donates his or her time, money, and/or reputation to charitable causes.

Pro-social behavior theory (PBT). The study will examine private giving and other philanthropic actions. This theory is referenced as a relevant conceptual framework

for the understanding of philanthropic actions. It is defined as voluntary actions that are intended to help or benefit another individual or group of individuals (ASHE, 2010).

Re-envisioned informed consent. A re-envisioned informed consent process includes greater detail about the audience for one's research, is ongoing, and presents respondents with a wider range of confidentiality options (Kaiser, 2009).

Resource Dependence Theory (RDT) (Pfeffer & Salancik, 1978). RDT recognizes the impact of external factors on organizational behavior and how it responds to those factors. It also recognizes how managers feel constrained by these factors yet explore how to reduce environment uncertainty and, at the same time, reduce dependence (Hillman, Winthers, & Collins, 2009).

Social Exchange Theory (SET) and relationship marketing (Emerson, 1976). The study will examine student and alumni giving through the lens of social exchange theory and relationship marketing, which are seen as the conceptual foundation of fundraising. It is most commonly referred to as social exchange theory, which is limited to actions that are contingent on rewarding reactions from others. Implied is a two-sided mutually contingent and mutually rewarding process involving transactions or simply exchange (ASHE, 2010).

Social Identity Theory. It centers around two premises regarding an individual's self-concept: (a) individual abilities and interests are part of a person's personal identity; (b) a person's social identity relies on group classification (Tajfel & Turner, 1979).

1.10 Limitations

The study attempted to capture all elements to make this study as comprehensive as possible. However, there were a few limitations that were out of this researcher's control. The sample of HBCUs for participation in the study was limited by the majority not meeting the selection criteria of the president being in office a minimum of three years. This circumstance highlights the short tenure of HBCU presidents and the leadership challenges at most HBCUs. Future research should be undertaken to address the impact on resource generation. The majority of the staff interviewed had no prior experience in Advancement roles prior to their current position. This limitation highlights the shortage of experienced Advancement personnel in the field and working at HBCUs. Finally, the researcher did not have extensive information on the government funding challenges as experienced by the Offices of Sponsored Programs at each HBCU. The opinions in this study are those of the Advancement staffs.

1.11 Delimitations

The delimitations were twofold. One was that the study focused on public HBCUs as a group that is primarily funded by the states, and the environment in which the researcher has worked. This will provide a unique understanding of the responses to the study. The remaining delimitation was all participants were in the mid-Atlantic region of the United States for ease in access to the study participants.

1.12 Summary

This chapter presents the research topic, background of the problem, purpose and need for the study, significance of the study, relevance to educational leadership, organizational boundaries, research questions, limitations and delimitations. Chapter II presents the literature review of the study including discussion of empirical articles, related dissertations and books that support the significance of this study and the gap in the literature to which it contributes. The literature review provides the framework through which the research questions will be answered. Chapter III presents the methodology of the qualitative research design of the study. The selection of the qualitative research method is explained and is supported by cited empirical research. The chapter identifies the participants, selection process, data collection, and data analyses procedures. Chapter IV discusses the findings of this study. Chapter V offers a comprehensive discussion of the findings and offers the limitations, delimitations, ethical issues, and suggestions for future research.

CHAPTER II: LITERATURE REVIEW

2.1 Introduction

This literature review focuses on extensive empirical and non-empirical studies, articles, and books that relate to the subject of this qualitative multiple exploratory case study. This study is an exploration of government funding, alumni giving, and private fundraising's impact on resource generation at public, mid-Atlantic region Historically Black Colleges and Universities. Universities cannot solely rely on tuition to fund operations and to support institutional growth; additional funding must be raised from alternative sources (Drezner, 2010) such as alumni, corporations, foundations and philanthropists. When the revenue from these sources is not available, the university faces a reduction in services or, in a growing number of cases, in closing its doors (Cheslock & Gianneschi, 2008).

Another looming concern is the role of leadership in contributing to the success and failure in allocating resources to sustain the institutions. This literature review argues, with support from empirical research, that research needs to explore the impact of specific factors as delineated in this study to address the sustainability of HBCUs through appropriate resource generation.

The literature review will first present empirical and non-empirical research addressing the overarching question and the sub questions. The sub questions are grouped into three parts (a) government funding impact, (b) alumni giving impact, and (c) private fundraising impact. In order to be comprehensive this study must include a discussion of the history of HBCUs and the factors that influence their ability to raise funds.

2.2 Overview of HBCUs

Why HBCUs Are Necessary. From the late nineteenth to the early twentieth century Black colleges were founded to educate descendants of slaves and free blacks. Churches and a few white and black philanthropists were the initial founders of Black colleges (Leak & Reid, 2010; Lovett, 2011). From the start, Black colleges educated first-generation students while being financially and physically under resourced. Most Black colleges were started after the passage of the Second Morrill Act in 1890 that provided federal funds for land grant colleges. Over time many Black colleges closed or changed their mission and curricula, while others were established. In 1900, only about 4,000 Black college students were enrolled in Black colleges, the great majority of which were in the South. Because of the prohibition against educating slaves before 1865, and the meager resources provided for Black education during Reconstruction, by 1900 only fifty-eight of the ninety-nine institutions had college-level curricula, and only 10 percent of Black students were in postsecondary academic programs. Between 1900 and 1930

Black student enrollment expanded to 29,000 and Black colleges began to develop into a viable higher education system. Due to the South's dual racial education system before the 1950s, Black colleges were the overwhelming source "for an educated middle class of lawyers, doctors, teachers, and leaders to serve the black community" (Roebuck & Murty, 1993; Lovett, 2011).

In Title III of the Higher Education Act of 1965, Congress officially defined an HBCU as an institution whose principal mission was and is the education of black Americans; as was established and accredited before 1964. After the passage of this Act, Black colleges were referred to as Historically Black Colleges and Universities (HBCUs). HBCUs play a critical role in the American higher education system. For most of America's history, African Americans who received a college education could only get it from a HBCU. Today, HBCUs remain an excellent choice for African Americans, or students of any race, to receive a quality education (Podesta, 2009).

Value and Achievements of HBCUs. Clay (2012), in citing the value of HBCUs, stated "1. While HBCUs represent 4 percent of all four-year institutions, they award 21 percent of undergraduate degrees that African Americans earn; 2. Twenty-two percent of HBCUs have graduation rates that exceed the national average for African Americans, which is 42 percent (versus 53 percent for whites); 3. HBCUs produce a large percentage of all black students who earn undergraduate degrees in the sciences; 4. Eleven HBCUs are among the 15 top institutions graduating the most African American students earning degrees in the physical sciences; and 5. Of the top ten producers of

African American graduates who go on to earn PhDs in science and engineering, eight are HBCUs" (p. 24). Humphreys' (2005) study noted that HBCUs contribute significantly to the national economy by contributing to the nation's workforce. HBCUs, because of their unique insight into the special needs of African-American minds, remain the institutions that are most effective in graduating African-American students who are poised to be competitive in the corporate, research, academic, governmental, and military arenas. HBCUs are experts at educating African Americans because they

- Graduate over 50 percent of African-American professionals.

- Graduate over 50 percent of African-American public school teachers and 70 percent of African-American dentists.

- Send 50 percent of their African-American graduates to graduate or professional schools.

- Award more than one in three of the degrees held by African-Americans in natural sciences.

- Award one-third of the degrees held by African-Americans in mathematics.

Without the significant contributions made by HBCUs in awarding degrees to African-American students, America will not reach its goal of having 60 percent of citizens ages 25–64 with a bachelor's degree or higher by 2025 (Lee & Keys, 2014). Wilson (2007) reports that even with limited resources HBCUs have done a remarkable job of educating many of this country's African-American professionals. At the graduate

and undergraduate level, HBCUs have educated 75 percent of all African-American

PhDs, 46 percent of all African-American business executives, 50 percent of African-

American engineers, 80 percent of African-American federal judges, and 65 percent of

African-American doctors. These outcomes clearly show the value of HBCUs. HBCUs

have played an essential role in narrowing the educational and earnings gaps by

providing the opportunity to obtain a college education for a significant number of

African Americans, especially during the period of segregation (Wilson, 2007; Lovett,

2011). Furthermore, low tuition costs have enabled many HBCUs to provide a college

education to those who would have been unable to afford one otherwise (p.11).

An important study by Humphreys (2005) for the National Center for Education

Statistics reported on the economic impact of the nation's HBCUs. The study found that

HBCUs contributed $10.2 billion in 2001 to the nation's economy. Humphreys continued

to show that, in terms of revenues, the nation's HBCUs would rank 232nd on the Forbes

Fortune 500 list of the United States' largest companies.

HBCUs' Legislated Mission to Provide an Education to African Americans.

HBCUs' primary purpose is to educate African-American citizens seeking a college

education. The legislated mission and the HBCU board's approved operational mission,

on occasion, can be in conflict and detrimental to the HBCUs ranking. The *U. S. News

and World Report* (USNWR) measures institutions by ranking them against their peers

based on certain criteria. Seventy-five percent of an institution's ranking is based on its

performance in six areas: assessment by administrators at peer institutions, retention of

students, faculty resources, student selectivity, financial resources, and alumni giving.

The remaining 25 percent is based on a school's peer reputation survey score. Many

believe this methodology is the reason HBCUs are typically ranked much lower than

non-HBCUs (Jones, 2012).

The USNWR ranking formula values traditional measures of institutional

performance such as graduation rates, selectivity, and financial resources. These are

measures in which HBCUs have traditionally underperformed in comparison to PWIs and

other universities. This underperformance, HBCU supporters contend, is due to the

mission of HBCUs, not the quality. Many HBCUs open their doors to students with

lower incoming academic credentials in order to fulfill their mission of providing

educational opportunities to African Americans who would otherwise not be able to

pursue post-secondary education. According to Clay (2012), HBCUs never set out to

teach unprepared students; they set out to teach students who were less well prepared

than white students who were afforded better opportunities. This low institutional

selectivity is strongly correlated with lower retention rates, graduation rates, and alumni

financial support. The decades of discriminatory underfunding endured by HBCUs have

also impacted their performance in traditional areas (Jones, 2012). Therefore, Jones

contends that using these types of variables to measure an institution's overall quality

may unfairly characterize HBCUs as being lower quality because their missions and

historically unequal treatment make them less likely to perform well on the tradition

measures of institutional quality valued by the USNWR rankings. In light of this

phenomenon, HBCUs are starting to be more selective regarding students entering the

universities. Becoming more selective of students; working to increase graduation and

enrollment rates; hiring more faculty to lower their faculty-student ratios; and growing

their financial assets are the unwritten goals of every HBCU because of the intensifying

impact of rankings on institutional viability. While the findings can be altered by some

HBCUs with the resources to do so, many others cannot. This means these institutions

are at risk of not being able to change the rankings. Unfortunately, the USNWR rankings

are becoming more important each year to HBCUs as the institutions seek to recruit

students and faculty and solicit donors to support the schools. With HBCUs not being in

agreement regarding the need to participate in the UWNWR rankings, it means those that

participate have an advantage over those that do not. The time when not participating

was an option has passed.

Cultural Support and Economic Development Influence. This researcher

contends that rankings can cause a good student to seek their education elsewhere. That

is particularly important when the Obama Administration is seeking to add additional

restraints on receiving funding based on performance outcomes. Freeman & Cohen

(2001) have conducted significant research into the impact of HBCUs on the cultural

empowerment and economic development of their communities. This research further

supports the need for and relevancy of HBCUs' continued existence. Freeman & Cohen

cite some of the ways in which HBCUs have culturally empowered African Americans

including: providing students with an understanding of African-American historical and

cultural accomplishments; creating an accepting environment; reinforcing students' sense of self; and preparing personal and professional networks.

While the research supports the need for the sustainability of HBCUs, the empirical research on how these institutions can do so is lacking. Freeman & Cohen (2001) found that HBCUs have historically and culturally filled a niche that no other higher education institutions were or are willing to fill and that students who attend these institutions are psychologically and professionally well served. Essentially, Davis states that these institutions are sources of cultural capital; furthermore, they have an influence on their students' communities, larger American society, and internationally through their role in economic development. Freeman & Cohen determined that the role HBCUs have served in economic development with the African-American community can be characterized in two broad categories (a) the labor market experiences of their graduates, and (b) the linkages with their neighboring communities.

HBCUs provide a sense of self-identity to their students and a greater confidence level as they enter the labor market. They provide mentors, through the faculty and staff, to many students that never had such individuals in their lives. Furthermore, the presence of HBCUs in communities serves as a beacon of hope to many. Bowman (2010b) cites support given by alumni and the community to a HBCU due to the tremendous asset it can be to the community and the state. If HBCUs promote their value to the community at large it may be possible to gain support from various sectors of the community. As Davis (1998) surmised, "The primary responsibility for creating a Black middle class is

often laid at the feet of these schools" (p. 143). As most HBCUs are situated in urban

communities, many have ventured out into the community to revitalize the

neighborhoods. Spelman College is an example of an institution that made an investment

in its surrounding community under the leadership of the previous presidents who taught

courses to youth in the neighborhood. Another example is Howard University which,

using university resources coupled with federal grants, revitalized an entire avenue

leading up to and extending beyond the university boundaries. These institutions should

be used as models for developing programs to better understand the impact that higher

education institutions have in bridging the gap between economic development and

underserved communities (Freeman & Cohen, 2001). The research shows HBCUs have

historically invested in the surrounding communities and beyond - utilizing students in

many cases to provide social services to the residents. These voluntary actions of

HBCUs are another indication of their value to the society at large. HBCUs have become

economic centers in depressed communities, providing services for students and the

community in close proximity to the campuses.

      Support in Graduation Progression. While HBCUs have a higher percentage of

degree completion for African Americans than PWIs, the graduation rates are still low for

a four-year or six-year matriculation period. Wilson (2007) conducted empirical research

to determine if there are unique benefits to African-American students who attend

HBCUs by comparing four-year persistence rates, and six-year graduation rates of

African American students at HBCUs and PWIs. The results from the study suggest that

African-American students who attend HBCUs are statistically no more likely to experience an interruption in their college enrollment than their counterparts at PWIs. The research found that HBCUs provide a nurturing environment that encourages and provides appropriate supports for the student through their college experience. Therefore, if a student has basically the same probability of completing a degree at an HBCU at a fraction of the cost of a PWI, then it is only logical and cost effective to attend a HBCU.

The literature appears to be limited in empirical articles about the racial issues surrounding students attending HBCUs. One study conducted by Podesta (2009) found that African-American students attending PWIs may experience race-based difficulties compared with African-American students at HBCUs and, in addition to academic stressors, they experience discrimination and stereotyping. Essentially, the HBCU environment is more conducive to the development of African-American students. The racial identity support that African-American students achieve while attending an HBCU cannot be undervalued. The fact that African Americans do not support these institutions financially is another reason to explore, through research, how to turn this phenomenon around.

2.3 Challenges to the Survival of HBCUs and the Role of Leadership

Scholars such as Clay (2012), Lee & Keys (2014), Hardee (2013), Gasman (2010) and others espouse that HBCUs have to look through a transformational lens if their institutions are going to prosper in the future. Clay asserts that all academic institutions –

like any other enterprise – need a business model which specifies how the pieces of it are paid for: tuition, endowment income, gifts, grants, and fees. The model also frames how capital improvements are made, and it specifies how amenities are covered, e.g. scholarships for students in need. Many HBCUs fail to have a business model at all and others do not have realistic plans to sustain their business model. Today, HBCUs must transform themselves with visionary leadership to be of interest to investors and collaborative partners.

The research by Lee & Keys (2014) is very interesting in that it states that HBCUs that will survive in the ever-changing landscape of higher education will be those that develop visionary strategies for their institutions. It is predicted that some HBCUs, public and private, may not survive the transforming landscape of higher education, but many HBCUs will thrive because they will meet the challenges stimulated by the current developments in higher education as depicted below.

Figure 2.1: Recent Developments in Higher Education Transformation (Source: Association of Public and Land-grant Universities, 2013)

In order to reposition HBCUs for the future, institutional leaders must respond to the evolving field of higher education, and this will only happen through strategic changes and investments at HBCUs. Each of the areas expressed in the above chart represents challenges to every HBCU in the nation regardless of their differences— whether public, private, large, small, liberal arts, comprehensive, research, etc. What is of concern to this study is that most HBCUs do not appear to be heeding the signs to

make changes in order to be in the position to raise funds for their institutions. The changing landscape of higher education is affecting every part of the nation's higher education system (Lees & Keys, 2014, p. 25).

The linkage that Hardee's (2013) research has with that of Lee & Keys (2014) is worth further review. Hardee states that colleges and universities must rethink and/or revamp the operations of their organization. Hardee references the economic climate towards higher education and that, in her opinion, has forced new realities on HBCUs in particular, and colleges and universities in general, throughout the United States. In light of the environment, she asserts that there should be a fundamental rethinking of the higher education milieu at HBCUs.

A profound statement by Lee & Keys (2014) regarding the need for HBCUs to be forward thinking was best stated as follows, "The realities of the present cannot be so imminent to HBCUs that they fail to position their institutions to thrive in the environment of the future. A failure to do both can render monetary gains and successes at HBCUs today meaningless in the future" (p. 25). HBCU leaders should start repositioning their institutions for survival due to the following warning signs (a) declining financial support; (b) failure to compete; (c) declining retention and graduation rates; (d) declining enrollments; (e) changes to the financial aid system; (f) increased regulatory requirements and penalties; and (g) lack of collective action. A few HBCUs are on the brink of closure now and, for some, it is imminent.

Due to the decreasing and limited resources available to all institutions, the

competition among institutions has increased. Diversity has become a major hallmark of

higher education, and institutions across the country are competing to attract the best and

brightest students to their institutions. What has changed in the last 25 years is that

African-American students are now in an environment where they can not only go to any

institution legally, but also they are being welcomed and recruited to attend these

institutions with many incentives. This change has forever altered the environment of

American higher education and HBCU presidents and other leaders must pay attention.

An important element of the presidency, along with setting the vision, is to raise

private dollars as public support for higher education continues to level, set and/ or

decline. Talented African-American leaders have options to work in various settings.

The future of HBCUs depends on their ability to find and retain the executive leader with

the right blend of skills to ensure institutional success (Schexnider, 2008). Often the

president's senior level leaders agree to serve due to a personal commitment to the legacy

of HBCUs (Gasman, 2007).

2.4 Funding and Resource Needs

Research suggests that HBCUs must be entrepreneurial and innovative in how

they obtain resources due primarily to two developments in higher education: declining

state and federal support for higher education and increased competition for existing

dollars. HBCUs have to compete for the scarce resources that are available in an

extremely competitive environment (Cheslock & Gianneschi, 2008; Drezner, 2010;

Gasman, 2010; Lee & Keys, 2014). They must become more entrepreneurial in seeking

ways to obtain steady non-tuition funding. Those HBCUs that are still tuition-dependent

have two primary options to increase revenues; one is to increase enrollment or, two,

increase external funding in light of the changing higher education environment. The

research is trending to only one viable option, which is to do both to ensure stability in

the short and long term. This assertion supports the argument of this study and

underscores the importance of answering the overarching question of the study. In

addition, it supports the use of the RDT Theory as the guiding light of the study. The

RDT theory considers the dependency of organizations on external resources to support

operations. Universities are dependent on resources from external sources, primarily

from the government, and a new focus on alumni giving and private fundraising may be

the only means to stabilize the institutions into the future.

Several studies have been conducted about the importance of fundraising to the

viability of HBCUs (Bowman 2010b & Gasman, 2010)**.** The research proposes that

HBCUs have value and are relevant to our society. Now, the question becomes how to

make sure that HBCUs receive equitable resources from funders, whether federal, state,

local or private. A key to being perceived as a good investment is to highlight the

achievements of HBCUs and the positive outcomes to the economy, community, student

success, graduation and, ultimately, job placement as presented in previous sections of

this study. Comprehensive support is needed by all HBCUs in particular because they

tend to have lower endowments compared to the local PWIs (Clay, 2012). In addition,

strict budgets due to being tuition-driven make it difficult to operate at the level of PWIs; however, those HBCUs that are offering quality services and student, faculty, and alumni engagement are excelling (Bowman, 2010b.).

Despite the fact that scholars have shown the value of HBCUs in American higher education, many HBCUs' academic and financial struggles have led policy makers to consider significant structural changes, including mergers and, in some cases, elimination. Coupet & Barnum (2010) found that institutions with higher endowments were more efficient. Institutions with more money to spend are likely to have increased opportunities to invest in equipment, people and activities that make them more efficient. Resources channeled to increasing endowments, instead of applying the funds directly for education, may make the institution more efficient in providing education. HBCUs have traditionally lower endowments than PWIs.

Palmer (2010) adds an additional consideration to the challenges facing HBCUs in light of their attraction to students, specifically as affirmative action seems to face demise. He predicts larger percentages of Black students may rely on HBCUs to access higher education. As such, HBCUs should advocate for funding equity to better serve the plausible influx of students and to reaffirm the social contract from which they originated. Palmer predicts an influx of students to HBCUs due to the decreased affirmative action programs at PWIs. In 2006, the state of Michigan's citizens overwhelmingly voted to prevent state agencies from using race-sensitive policies to promote diversity. Palmer states it is a matter of time before other states and higher

education institutions follow suit. This projection is supported by Gasman, Baez, Drezner, Sedgwick, Tudico, & Schmid (2007) asserting:

> In the current conservative climate, the federal government has abandoned race conscious policies efforts to rectify past injustices, focusing instead on the so-called race-blinded society. This may cause a change in the role and nature of Black colleges. This hypersensitivity will inevitably result in fewer opportunities for African American students making Black colleges and the role that they play even more important. The strength and viability of these historical institutions thus become even more important to the future success of African American students (p. 78).

Various studies offer different strategies to counter the challenges faced by HBCUs. The need to look within and conduct a self-assessment of their current state is proposed by Hardee (2013). Hardee's study recognizes the historical challenges of HBCUs but suggests that HBCUs "repackage their presence in higher education and transform their institutions by ensuring that they continue to produce graduates that can compete in the national and global marketplace" (p. 1). Hardee cites five critical areas that must be addressed to make informed decisions about the institution's future operations (a) inadequate resources, (b) enrollment pressure, (c) transformational leadership, (d) technology, and (e) governance and marketability/employability. The interest of scholars is critical to having the depth of empirical research to defend the

argument of equity of funding and for encouraging philanthropic individuals to support these institutions.

2.5 Government Funding, Alumni Giving, and Private Fundraising – the impact

There is a gap in the literature regarding the impact of all three of the research variables; of government funding, alumni giving, and private fundraising on available resources at HBCUs. The literature review demonstrates that there are limited empirical studies. However, a primary study that supports the argument for this study is offered by Cheslock and Gianneschi (2008). Their research addressed replacing state appropriations with alternative revenue sources and the impact of doing so. The authors reported that universities raise tuition and fees to meet the unmet need, and that strategy can have negative effects on enrollment causing additional problems for revenue generation. The researchers' position is that state funding of public institutions may impact their ability to show need and thus the ability to obtain revenue from other sources. Essentially, the study asserts that a bias exists against public institutions to raise funds due to the perception that they are already receiving state funding. Cheslock and Gianneschi also researched donor motivations to support public institutions and found that when state appropriations are not enough the private donor may be motivated to contribute to help ensure an adequate level of resources. The theories of social exchange and prosocial behavior fully support the context of donor motivations found in the Cheslock and Gianneschi study. The literature did not go into detail about the interrelationship of these

theories on donor motivation; however, a future research study on this topic would be meaningful. A limitation to the Cheslock and Gianneschi study is that they examined, primarily, only private gifts as alternative revenue sources, but recommended future work on all sources of alternative funding.

Tolbert (1985) prefers to use the theoretical framework that guides this case study's research, Resource Dependence Theory (RDT). In her research, Tolbert states a central premise of this approach is that dependency relationships can, over time, become socially defined as appropriate and legitimate. Most of the literature regarding alumni giving dealt with student engagement as a predictor. Catapano (2005) researched what motivates students to give. Utilizing Social Identification Theory (SIT), which was founded by Henri Tajfel in 1979, Catapano presents two premises regarding an individual's self-concept: (a) individual abilities and interests are part of a person's personal identity; and (b) a person's social identity relies on group classification. Catapano's (2005) study states that the SIT can be used to explain alumni giving primarily because of the group identification component of the theory. Catapano asserts that group identification is grounded in the idea that individuals can identify with a group, even with minimum group involvement, as long as they are psychologically connected to the well being of the group. Belfield and Beney (2000) take a different approach than Catapano in asserting that alumni giving was determined to be a result of better student outcomes, better instructional quality, and greater solicitation efficacy. This line of thinking was also seen in Bowman's (2010a) study. Essentially the idea of

giving back should be introduced early to students as pre-alumni to form a foundation, thereby cementing a strong bond and perhaps a financial affinity for their undergraduate institution for later giving.

The literature review further supports the argument regarding the struggles HBCUs have in securing government, alumni and private fundraising as discussed below.

2.6 RQ. 1. How does government funding impact resource generation?

Funding from government sources for IHE is critical to their existence. The problem is that funding is not consistent and may vary from year to year. This makes it difficult to conduct fiscal and strategic planning. The Pew Charitable Trust commissioned a study on this issue and, in 2015, the "Federal and State Funding Higher Education: A Changing Landscape" study results were released. The following figure depicts some of the study findings as they relate to federal, state, and local funding of IHEs.

Federal and State Investments in Higher Education Are Similar in Size, Different in Nature

Spending categories by level of government, academic year 2013
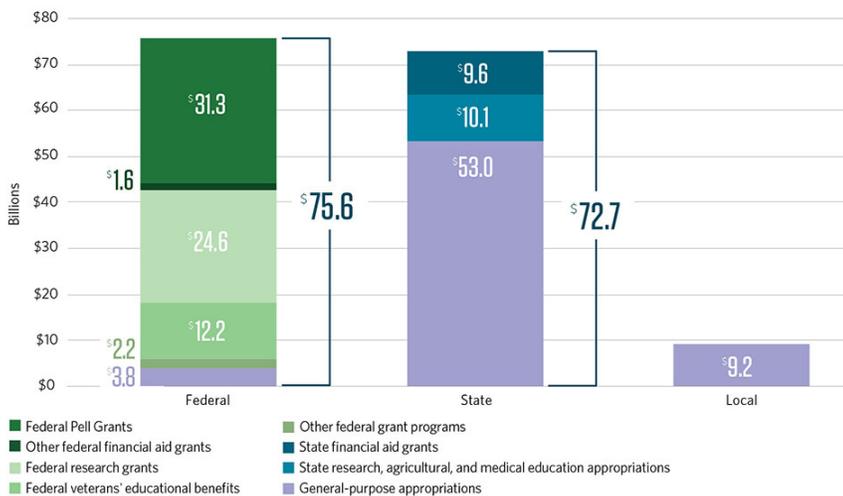
Sources: Pew's analysis of data from the U.S. Department of Education, National Center for Education Statistics' Integrated Postsecondary Education Data System (accessed Jan. 2015); U.S. Department of Education, *FY2015 Budget Request* (March 2014) and *State Funding History Tables* (Feb. 2015); U.S. Department of Veterans Affairs, *FY2015 Budget Submission* (March 2014); National Science Foundation, *Survey of Federal Funds for Research and Development* (June 2015); State Higher Education Executive Officers Association, *State Higher Education Finance Report: FY 2014* (April 2015); and National Association of State Student Grant and Aid Programs, *44th Annual Survey Report on State-Sponsored Student Financial Aid: 2012-2013 Academic Year* (Sept. 2014)

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Figure 2.2: Federal and State Investments in Higher Education

Public institutions are impacted to a greater degree than private institutions due to the added burden of not knowing the pulse of their state from year to year.

Federal and State Funding Makes Up a Significant Share of Public College and University Budgets
Composition of public higher education institutional revenue, fiscal year 2013
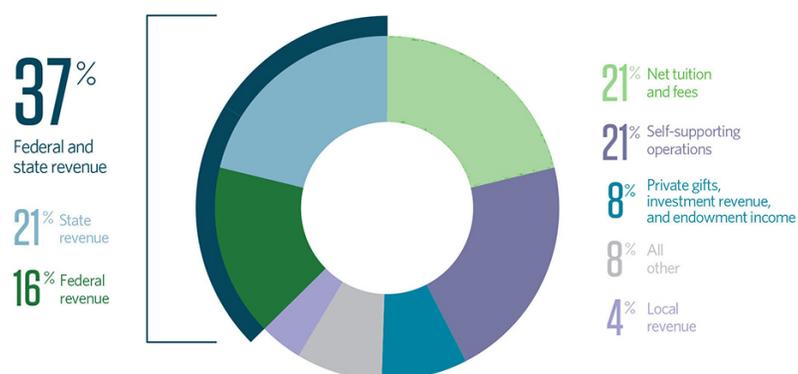
37%
Federal and state revenue

21% State revenue

16% Federal revenue

21% Net tuition and fees

21% Self-supporting operations

8% Private gifts, investment revenue, and endowment income

8% All other

4% Local revenue

Sources: Pew's analysis of data from the U.S. Department of Education, National Center for Education Statistics' Integrated Postsecondary Education Data System (accessed Jan. 2015)
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Figure 2.3: Federal and State Proportion of Higher Education Budgets

This study explores the impact on HBCUs' resource generation, with a special focus on public HBCUs.

The Higher Education Act of 1965 was the initial legislative act that authorized funding to increase capacity at HBCUs. The act authorizes grants to HBCUs to support financial management, physical plant renovations and improvements, endowment building infrastructure, and academic resources (Gasman, 2010).

In 1980, President Jimmy Carter signed Executive Order 12232 in order to overcome the effects of discriminatory treatment in higher education and to strengthen and expand the capacity of historically Black colleges and universities to provide quality

education. The Executive Order required federal agencies to set annual goals to increase

the participation of HBCUs in federal procurement. In addition, the federal agencies

were required to appoint an internal monitoring arm and provide annual reports on the

progress to reduce barriers to participation. Due to the significance of this act to HBCUs

it is reprinted in its entirety in Appendix B.

A 2008 report by the Congressional Research Service reported, "Many HBCUs

face difficulty competing for federal research dollars with other research-performing

universities" (Gasman, 2010, 1). Federal trend data reveal that research-performing

HBCUs have not shared proportionately in the distribution of federal research and

development (R&D) dollars going to colleges and universities. Although funding to

HBCUs has increased in the past ten years in absolute terms, it remains only a small

fraction of the total awarded to all U.S. colleges and universities. Moreover, the report

noted that among HBCUs, funding was unevenly distributed and, as with non-HBCUs,

concentrated at selected institutions. For example, in FY 2005 the top 10 HBCUs (in

terms of receipt of federal R&D support to HBCUs) accounted for approximately 52.7%

of total federal R&D support of HBCUs, and the top 20 HBCUs accounted for

approximately 72% of total R&D support of HBCUs. HBCUs would greatly benefit

from R&D funds, but this trend leaves 85 HBCUs without funding (Gasman, 2010, 2).

The state budgets have declined for various reasons, such as competing priorities.

As a result, higher education has received smaller allocations (Cheslock & Gianneschi,

2008; Cheslock & Hughes, 2011). State funding for HBCUs and higher education

institutions has been declining or staying the same over the past decade. According to the 2010 ASHE report, "Federal and State Policy," federal and state governments' policies toward HBCUs through a vast range of executive orders and legislation have been instrumental in their development and, quite arguably, their underdevelopment. The article documents that there continue to be funding disparities for HBCUs as compared to predominately white institutions (PWIs) that have significantly contributed to the slower development of the institutions (Gasman, Baez, Drezner, Sedgwick, Tudico, & Schmid 2007). The inequitable funding is particularly true of public land-grant HBCUs, as compared to their white counterparts. As HBCUs experience funding declines from other sources (i.e. tuition declines, increasingly dependent students), the continuation of funding disparity impacts the very foundation of the institutions and threatens their very existence (Bowman, 2010b.).

When will states provide the funding needed for HBCUs to advance? For example, Florida has created a $60 million fund to aid Florida State University and the University of Florida to become top 25 universities in the future. While this is a noble investment, where are the similar investments for FAMU (an HBCU), which also needs additional funds to enhance its academic quality to catch up with other universities? How can HBCU leaders make the case for states and the federal government to provide additional resources beyond what they are currently receiving? Lee and Keys' (2014) closing recommendation was to compensate universities based on the number of a state's low-income students. In addition, an institution could receive additional money to

support the unique challenges to ensure student outcomes such as retention or graduation.

An interesting point made by Minor (2008) was that there is no recognition of the tremendous success HBCUs have in graduating low income and first-generation students. The financial stability of public HBCUs still rises and falls depending on a state's fiscal health. In his research, Minor provides an extensive review of the inequities between funding for PWIs and HBCUs. Minor cited a few instances where states have narrowed gaps in degree attainment by investing in those institutions most capable of serving underrepresented populations.

2.7 RQ. 2. How does alumni giving impact resource generation?

Empirical studies were more plentiful when it came to alumni giving as opposed to the other alternative revenue sources identified as part of this study. With diminishing state and federal funding, and increased competition for corporate support, HBCUs look increasingly for prospective donors in their alumni bodies and surrounding communities (Leak & Reid, 2010). Activating alumni is typically part of any major college initiative since their gifts and support are critical to sustaining the institutions and thus should be a focus of HBCUs (Clay, 2012). Lee & Keys' (2014) research reported on the importance of HBCUs increasing alumni giving and finding ways to engage and re-engage alumni to support the institutions. Their research, along with others (Belfield & Beney, 2000; Binkley, 2012; Bowman, 2010; Brower, 2006; Catapano, 2005; Cates, 2011), underscores the importance of HBCUs making this issue a priority in order to have a major impact on

their viability. This action requires the HBCUs to develop programs to reach out to their

senior alumni and to engage younger alumni. This much-needed revenue could greatly

impact resource generation to various programs within the HBCU. Lee & Keys posed the

rhetorical questions of:

- How do you get alumni to give whose experiences make them hesitant to invest

  back into their institutions?

- How do institutions reengage with alumni in a way that they see the importance of

  giving at every level?

- How do you get HBCUs to develop the advancement offices that will develop

  strategies to effectively engage alumni? (p. 29)

Alumni giving is, indeed, important for HBCUs, yet alumni giving alone will not be

enough to fill the historic inequity in funding and resources for HBCUs.

The *U.S. News and World Report*, in its ranking of HBCUs, considers the alumni

giving base as an indicator of school support and an indirect measure of student

satisfaction (Cheslock & Gianneschi, 2008). Low performance in this area impacts the

university's ranking among its peers. These rankings are becoming more important as

students consider them in selecting schools to obtain a college education. Williams and

Kritsonis (2011) report that HBCUs' alumni giving rates are around 5 percent, while

predominately white institutions average over 20 percent. The literature states that there

are various documented reasons why alumni and students may or may not give.

McDearmon & Shirley (2009) reported in their qualitative study attributes of the student donor. The student profile of donors and non-donors includes (a) students that take out loans are less likely to give after graduation; (b) students that received scholarships are more likely to give back; (c) students' experience at the university is statistically significant as to their will to give back; (d) student giving can reflect the level of interest someone at the university showed them while they were a student; and (e) in-state students give more than non-state students. McDearmon & Shirley's major research finding showed that how and to what degree an individual student is engaged during their undergraduate years can affect their donation behaviors many years after graduation.

In the area of alumni giving research is very comprehensive (Belfield & Beney, 2000; Bowman 2010a.; Brower, 2006; Carter & Marx, 2007; and Cates, 2011). In one of the studies conducted by Bowman (2010a.) it was found that HBCUs could address the problem of low to no student giving by creating a fundraising program on campus. The fundraising program would be the bond of loyalty that would be created between the current students and their HBCUs. A culture of philanthropy that could be stimulated and nurtured throughout the campus could begin to exist as a result of the fundraising program. Bowman states that often on HBCU campuses, there is dissatisfaction amongst members of the student body when there are not enough resources for programs. Students in a fundraising program could encourage other students to generate funding for their own programs – in effect, teaching fundraising over time as students graduate and move on with their lives. This introduction to philanthropy may continue to manifest in

the form of increased alumni giving levels at all HBCUs, which currently hovers between

five and nine percent on average.

       The literature shows that if students have negative experiences that impact their

belief in the University, they will not maintain an affinity for the University after

graduation and not participate in alumni giving. In the Weerts & Ronca (2009) study of

classification trees to predict alumni giving, they selected a utility maximization

framework to explain giving behavior of alumni. The framework describes that while

alumni donors may have varying motives for giving, each donor derives some utility or

satisfaction from giving to his or her alma mater. Utility maximization suggests that gifts

would increase in proportion to increases in satisfaction related to personal rewards or

some aspect related to the institution (e.g. satisfaction with quality of undergraduate

experience). The study articulated four levels of motivation as follows: awareness of

need and efficacy; solicitation; costs and benefits; and altruism and 'impure' altruism.

All of these charitable behaviors hinge on the idea that giving decisions and levels of

giving are motivated by utility maximization. Whether it relates to advantages, a desire

to improve society, the potential to reap intangible rewards, or an ability to foster positive

social interactions, each of these motivations for giving relates to maximizing one's

satisfaction. Weerts & Ronca conclude that giving is somewhat linked to the alumni's

involvement in college, with larger gifts coming from alumni who have strong feelings

about the quality of academics and participation in academic organizations while being a

student. These findings may relate to maximizing one's utility satisfaction with one's

academic experience and a desire to be affiliated with a strong academic organization. This particular study highlights areas to be researched.

An alumnus' giving is determined by: better student outcomes; better instructional quality, and greater solicitation efficacy. Related facts which might also be incorporated include: interdependence theses (that individuals seek ways of giving to the worse off); taxation breaks on charitable giving; attitudes toward education and the individual's own educational experiences, previous involvement in student activities, and the current circumstances of the institution (Belfield & Beney, 2000).

HBCU graduates report that it was during their college years that life started to make sense to them. Had the idea of giving back been introduced to students during freshman orientation, along with service-learning projects and student alumni association activities, it is believed that the alumni's sense of commitment and obligation would have formed a foundation thereby cementing a strong bond and perhaps a financial affinity for their undergraduate institution (*ASHE Higher Education Report*, 2010). The United Negro College Fund's national Pre-Alumni Council (NPAC) encourages current students at private HBCUs to raise funds for their colleges. It has been successful in encouraging students to give back and in educating them about philanthropic giving and its role in sustaining HBCUs.

There are numerous articles on why alumni do not give to their alma maters. Student extracurricular involvement and alumni giving were significantly related (Brower, 2006). One such study utilized the supply side theory of philanthropy

developed by Paul Schervish in 1992. These findings suggest that where donors and non-donors differ is in the ways in which they socially construct their college experiences to create their own realities. The study's experiential approaches examine factors such as the relationship that alumni or students have with the school pre- and post-graduation, including alumni expressions of loyalty, and satisfaction with their college experiences. The findings suggested that the highest contributions came from alumni who, as students, participated in extracurricular activities, had a college mentor, and rated their undergraduate experience as satisfactory (Wastyn, 2008).

Cates' (2011) findings were that there is no suitable conceptual framework to assess higher education fund-raising performance. Cates investigated undergraduate giving at six institutions using a circular cumulative causation framework that narrowed down four themes that include a presidential focus on undergraduate giving participation, a campus culture that supports fundraising, a staffing structure that promotes participation, and an appropriate deployment of technological resources. Cates did not focus on why undergraduate students do not give. What were addressed are the factors that must be in place within the administration, campus culture, staffing structures and technology deployment to see an increase of participation. This study was useful in answering research question two of this study in framing factors to review student and alumni engagement. Cates asserts that students should be asked to be involved in non-financial activities to get them engaged. In the study, Cates highlighted the University of Pennsylvania's program, the Penn Tradition, that is designed to specifically engage

students early on in their lifelong relationship with the university as alumni. The

program initially began as a way to orient students on the importance of giving back to

the institution. The program launches programming in the junior year so that students,

when asked to contribute in their senior year, would know why it was important.

Everyone interviewed felt that young alumni were the key to increasing undergraduate

alumni participation. This study provided the most insight into what HBCUs need to do

in order to increase the alumni giving and participation. The research was utilized as a

comparative model to access participants of this study with regards to alumni giving

strategies.

Numerous studies (Drezner, 2008; Hurvitz, 2010; Filardo, 2003; McNally, 1984

Roy-Rasheed, 2012; Catapano, 2005; Hummel, 2010; Pumeratz, 2005; Merkel, 2010; and

Drew-Branch, 2011) centered upon various factors that address why alumni do not give

and begin with the current student experience. Guided by prosocial behavior,

organizational development, and relationship marketing theories, Drezner (2008)

explored how institutions instill in students the idea of 'giving back' and why these

students decide to support their schools. When students are taught how institutions use

philanthropic gifts and how university expenses are not covered by tuition alone, they

understand better why they should give back (Drezner, 2008). Having a formal program

on student philanthropy, like the model at the United Negro College Fund's NPAC,

makes a difference in students setting aside problems experienced as students and

focusing on the bigger picture. Drezner states that college students are at a

developmental age where prosocial behaviors are motivated more by accomplishing something specific than by something abstract. Giving students the opportunity to donate or fund raise for something that is an institutional priority, so that they can say "without my participation this would not exist," will help teach them about the need for and purpose of giving.

Colleges and universities should not expect students to become good alumni donors just because they went to school at the institutions and obtained a degree. They must be taught during the student experience about the importance of giving (Hurvitz, 2010). The student experience should lay the groundwork for current and later giving. Hurvitz goes on to say that her study, grounded in student development theory, shows that institutions can reinforce an environment where altruistic and prosocial behavior is developed through a program geared toward student satisfaction with their overall student experience. Hurvitz reported that institutions that followed collaborative relationships, strategic communications, and a thoughtful, student development oriented approach can move further towards their goals and reap increased senior class giving rates. Students need to be taught the value of their education while they are a "captive audience." Hurvitz asserts that institutions need to believe that they can increase the probability of satisfaction by enhancing the overall experience through programmatic offerings, which also promote more giving. Focusing philanthropy education programs on enhancing undergraduate education could work towards accomplishing several institutional needs simultaneously.

Filardo's study (2003) explored why alumni student athletes do not give back and of those who do give back, why they give back. Athletic departments spend millions of dollars on facilities and amenities at the majority of schools; however, athletes at minority schools feel slighted and not supported with the most advanced equipment and facilities, thereby impacting their will to give back. Filardo asserts that if the college alumni athlete had a positive experience they would be more likely to give. Developing alumni prior to their departure from their alma mater is a very valuable concept.

Research has linked a relationship between student organization membership and future alumni giving. McNally (1985) found that over thirty years ago the potential of alumni as a university resource was thought virtually unlimited if among other things (a) the experiences during the undergraduate years were recalled with appreciation and pleasure; and (b) alumni were assured of an institution that served them well and in which they could take continuing pride. Since that time, the opinion of alumni towards their alma maters has deteriorated.

An informative quantitative study was conducted concerning how African-American college experiences influence their giving as alumni at a predominately white institution (Mackey, 2008). The study concluded that a student's decision to become a donor or remain a non-donor is significantly influenced by his/her attitude toward the institution and the factors that influence involvement with the institution. The research found African-American commitment to an institution was the result of student involvement and further suggested that increased involvement increases retention rates.

Further, the research study showed that in class and out of class, college experiences positively affected learning and personal experiences of African-American students. Student centered practices improve college experiences and thus influence the willingness to donate to respective institutions.

Research supports the assumption that a complex web of connections, beginning with the first interactions with a university or college, will shape a student's perceptions and influence attitudes and behaviors throughout stages in the lifecycle of the student-alumni-university relationship (Hummel, 2010). In another study by Dugan, Mullin, and Siegfried (2000), the authors tested five explanatory variables: financial aid, socio-demographic factors, college experience, post-college environmental and charitable behavior. The findings were that the college experience variable had the most consistent substantial effects on the likelihood of future alumni donations:

> It is clear that students' willingness to contribute to their alma mater is affected by the undergraduate experiences. Decisions regarding Greek organizations, athletics, grading policies, and efforts to keep students on track to graduate with their entering class all bear, to one degree or another, on the likelihood that students will continue to support their college or university after they graduate (p.16).

Pumeratz (2005) found that the experience that students have is critical to the development of their future intention for giving back. Furthermore, positive experiences increase the probability of giving as alumni. Using existing data from 83 universities to

test student relationship variables, Pumeratz reported that the single most important theme to emerge and "the most common response from any position-group or institution was the students' experience (p. 297)." The research of both Pumeratz and Hummel support the findings that the nature of the relationship between faculty members and students seems to be paramount in students' sense of being connected to the university or college.

The student experience impact on alumni giving was further underscored by Roy-Rasheed (2012) whose study focused on local alumni giving to HBCUs and, like other researchers, the student experience was a dominant factor in their status of giving. Study participants included those that reported to be campus leaders while in school and that experience laid the foundation for them being a donor. Participants in the study expressed negative social and academic undergraduate experiences such as HBCUs not preparing students to compete globally due to classes being too easy. Several participants asserted the importance of having a good relationship with faculty and staff of the university and that was the reason for them giving back in spite of having other negative student experiences. Basically, the findings were that positive social experiences (engaged socially, nurturing environment, and perceived satisfaction) and positive academics (caring faculty, professors knew my name, professors are supportive) were directly linked to perceptions of positive thoughts (image of institution, perceived satisfaction, and unique), which directly related to alumni giving.

One study addressed the factors that contribute to female athletes supporting their alma maters while as students and as alumni. Drummond asserts that athletic departments and development professionals should begin to approach female athletes while they are still attending the university. This means creating a positive environment with opportunities that are equal to that of their male counterparts will help the process of securing gifts. Athletes that have a negative experience with their coach tend to not give back; however, if the experience is positive they will probably give back to support their sport if asked. Since this is not a natural occurrence the student will have to be asked or educated on giving back (Drummond, 2010).

Another theory that targeted the student engagement problems was the relational management theory, including the relationship dimensions of trust, control mutuality, satisfaction, and commitment, as factors that guide the study on managing the relationship between the student and the university. The study's findings were that the student experience starts well before the first day on campus; it is part of the recruitment strategy and any prior participation on campus while in high school or directly after high school graduation during the summer. Communication through social media was important and several participants in Merkel's (2010) study referenced the value of working with a member of the faculty as a means of campus involvement, although students conceptualized getting involved as joining some type of student organization, club, or team. Merkel's findings include the point that students do not see philanthropy as simply the giving of financial resources to a cause. This study confirms that students

attach great value to the giving of their time in the form of volunteerism; however, over time with cultivation those that give of their time may progress to giving financially. In the study, some of the students stated that seeing alumni giving back to ensure they had a good student experience motivated them to want to do the same when they graduate and possibly while still a student.

A major study by Binkley (2012) utilized as the theoretical foundation of his study Alexander Astin's student involvement theory and his Input-Environment-Outcome model as the conceptual framework. For an institution to succeed it needs to create an environment that elicits undergraduate student participation at all levels, both in and out of the classroom. Binkley reports that graduating satisfied students is one of the many goals of colleges and universities. Furthermore, the institutional environment directly influences that satisfaction; and satisfied students are more likely to give money to their school. Binkley reported that several research studies used Astin's student involvement theory to bridge involvement to alumni giving.

Finally, Drew-Branch's (2011) study answered the research question: What undergraduate experiences promote satisfaction in alumni and increase the willingness to make donations to their alma mater? Areas of significance in the study were advice received in the major, career placement, amount of contact with faculty, and career advising as a measure of willingness to give of their time and money. The study highlighted relationships and personal connections as a reoccurring theme of satisfaction. Bad experiences with faculty and/or staff were found to be very detrimental to the

concept of giving. Also, Drew-Branch found that the concept of student engagement was

very complex and had multiple layers of meaning. The institution that participated as

part of the study recently instituted a program that encourages undergraduates to give

their time, talents, and treasures. The program is designed to establish a pattern of giving

with current students and teach philanthropic behaviors. The goal is to provide

opportunities for students to create memories that are associated with giving that

hopefully will remain after they graduate and inspire them to continue in the same giving

pattern.

More research needs to be performed to determine if alumni cultivation has to

begin before graduation in the form of creating a meaningful collegiate experience for

students and if it does, in fact, influence student giving. Finally, Carter & Marx (2007)

brought in another aspect although few reports and studies have been published

examining the influence of race on charitable giving of African Americans.

2.8 RQ. 3. How does private fundraising impact resource generation?

Corporations, foundations and philanthropic individuals have been supporting

higher education institutions for centuries. Transformational gifts have been awarded

from foundations, corporations and philanthropists that have kept the doors open and

provided resources for expanded services. However, in times of economic downturn,

even the largest entities decrease or eliminate funding which impacts higher education

institutions, especially HBCUs that need the funds to sustain operations (Bowman, 2010).

HBCUs are viewed in the philanthropic arena as not being quality institutions. As a result, HBCUs struggle to raise significant public or private funds from these organizations and individuals. This circumstance is particularly true of HBCUs as opposed to PWIs (Bowman, 2010). PWIs do not have the same perceptions of not being quality institutions. In fact, they are not judged the same way as HBCUs. Unfortunately, the lack of comprehensive mission and vision statements further compounds the perception that HBCUs do not have a solid direction on where they are going as an institution (Abelman & Dalessandro, 2009). This perceived lack of direction generates fear of not being a good investment for many funders.

The research supports the point that HBCUs must aggressively seek funds from all sources in order to increase their endowments and achieve consistent and adequate funds (Avery, 2009). Gasman (2010) reports that a discussion on private fundraising for HBCUs cannot be held without an accompanying discussion about the historic funding disparities towards these institutions. Throughout their history, HBCUs have received significantly less funding per student from foundations and corporations than their historically white counterparts. Decades of lower funding along with alumni with less access to wealth have resulted in HBCUs having smaller endowments and fewer operating dollars. In addition, when HBCUs did receive funding from white foundations and corporations, it came with a heavy dose of control and manipulation. Gasman asserts that HBCUs should educate private funders of this history to give a perspective on the foundation they started from to be where they are today. They should work with HBCU

leaders and advocacy groups to craft a funding approach that is respectful of HBCU

leadership and contributions and that invests in infrastructure rather than funding short-

term programs (Gasman, 2010, p. 3).

Lee & Keys (2014) reported as well that HBCUs must find other major donors

(e.g., corporations, foundations, and wealthy individuals) who are willing to make

significant contributions to enhance institutional resources. HBCUs with over a 100

years of being underfunded and under-resourced will need support from industry to have

the facilities, infrastructure, and capital to be on par with the PWIs. The analogy is like

running the 100-yard dash with one competitor starting in the locker room while the other

starts right at the finish line. The research suggests that HBCUs must position

themselves as good investments in order to be of interest to industry. This finding needs

further study in future research studies.

2.9 Low Graduation Rates May Spur Lack of Confidence

A study conducted by Montgomery and Montgomery (2012) concluded that low

graduation rates from HBCUs should not be viewed as the sole factor in determining

funding; however, too often it is. In particular, current proposed education policy from

the Obama Administration suggests using graduation rates, in addition to job placement,

as factors to be considered for continued receipt of federal funding in the future. The

research shows that in spite of the low graduation rates, HBCUs continue to produce

more African-American graduates than the PWIs and thus should receive recognition for

that contribution to society.

2.10 Distrust in Leadership May Hinder Private Donations

One of the critical components for repositioning HBCUs for the future will be

leadership. The leadership of individual campuses must be visionary and innovative (Lee

& Keys, 2014). Despite the many accomplishments of HBCUs, criticism abounds

throughout the higher education community (Abelman & Dalessandro, 2009). HBCUs

have struggled with students who are under prepared, dwindling financial resources

including low endowments, and an alumni base with limited resources. Presidents of

HBCUs have been accused of being autocratic to the point of dysfunction, and the

common mission of the institutions is said to compromise academic standards while

upholding segregation. Being challenged with daily problems of (a) student retention and

progression, (b) declining enrollment, (c) financial instability, (d) accreditation

challenges, (e) technological inferiority, (f) competition for quality students and (g)

qualified faculty are issues frequently associated with HBCUs (Lee & Keys, 2014).

The very survival of HBCUs is heavily dependent on rejuvenated institutional

commitment and newfound vision. HBCU leadership should pay attention to the

construct of the institution's vision statement to make sure it is a guiding, governing and

promotional document (Abelman & Dalessandro, 2009). Delaware State University

(DSU) was one of the public institutions that participated in the Abelman and

Dalessandro study on institutional effectiveness and in 2011 DSU created a new vision statement to lead the institution. The vision statement becomes an indicator of whether or not the HBCU is focused in the right direction.

The research highlighting the inability of HBCUs to have consistent and adequate funds to ensure stability is directly related to the leadership of these institutions. In a phenomenological study Williams (2010) presented an interesting finding that if HBCU presidents engage in entrepreneurial behavior that it could lead to an increase in institutional fundraising. University presidents must become more entrepreneurial in their approach to raise funds. Williams (2010) utilized the theoretical framework of Burton R. Clark's theory of entrepreneurial leadership developed in 1998 for the design of the study and the lens for analyzing the data. Clark's theory espouses that entrepreneurial activities comprise third-stream income sources that include: (a) innovative and profit-based, self-supporting operations that go beyond traditional sources such as business development activities and innovative retail sales operations; (b) activities that develop and enhance traditional income streams such as endowment and tuition; and (c) activities that involve both traditional and non-traditional aspects to gain tuition. Williams' study findings were that fifty percent of the surveyed university leaders believed there was little to no difference between university leaders and business executives. In summation, the research shows that University presidents should be more hands on.

2.11 Summary

This chapter presented a comprehensive review of the literature regarding the research topic. It clearly shows the gaps in the literature and the value of this research in adding to the body of literature. The following chapter presents the selected research design of the qualitative dissertation study. The selection of the qualitative research method is explained and is supported by cited empirical research. The chapter identifies the participants, selection process, data collection procedures, data analyses and reporting, limitations, delimitations, definitions, and ethical issues.

CHAPTER III: METHODOLOGY

3.1 Introduction

This study was an exploration of government funding, alumni giving, and private fundraising's impact on resource generation at public, mid-Atlantic region, Historically Black Colleges and Universities. This study was non-experimental and qualitative. The qualitative method was selected because it provides the broadest construct to gather the data necessary to fully pursue the focus of this study, and the impact of multiple fund raising variables (Creswell, 2013).

The research design was a multiple case study. The procedural characteristics took into account that there were many variables of interest, multiple sources of evidence, as well as transversal theoretical propositions to guide the collection and analysis of data. Case studies based on multiple sources of evidence have proven to be more highly rated in overall quality than those that rely on a single source of information (Yin, 2009). As a result, this reflects positively on the validity of the qualitative data provided. The type of case study research was exploratory in order to gain knowledge to better understand the problems.

The case was bound by time and place (Creswell, 2013) to HBCUs in the mid-Atlantic region in fiscal years 2014 and 2015. In multiple cases, the research questionsremain the same but data are collected in different organizations (Klenke,

2008). The central research question was: What is the collective impact of government funding, alumni giving, and private fundraising on resource generation at public, mid-Atlantic region, Historically Black Colleges and Universities? The primary sub questions were:

- RQ. 1. How does government funding impact resource generation?

- RQ. 2. How does alumni giving impact resource generation?

- RQ. 3. How does private fundraising impact resource generation?

The study showed the perspectives of two HBCUs on the research topic. This type of qualitative study is supported by Yin (2009), who suggests that the multiple case study design uses the logic of replication, in which the inquirer replicates the procedures for each case. Each participating university in this study had the same method of inquiry and discovery. This follows Creswell's (2013) approach to case study research as being a qualitative inquiry in which the investigator explores a real-life, contemporary bounded system over time through detailed in-depth data collection involving multiple sources of information including observations, interviews, audiovisual material, documents and reports.

The results were used to determine the findings of the three research questions and the resulting outcomes for the benefit of increasing knowledge in this arena. This research ascribes to the following conceptual model presented in Figure 3.1.
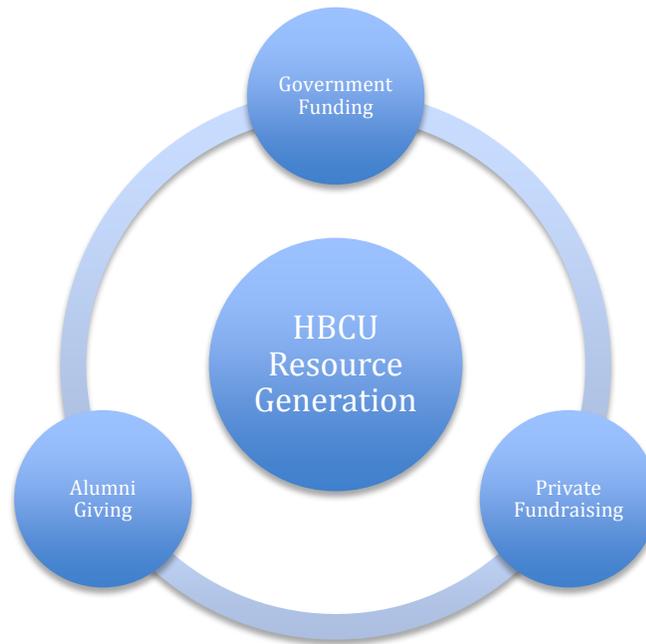
Figure 3.1: Research Conceptual Model

The research adds to the body of knowledge by providing current empirical research for use by HBCUs in leadership and resource generation decision-making.

3.1 Research Participants

This qualitative case study conducted purposeful sampling utilizing convenience case strategy (Creswell, 2013) for selection of the participants. The participants were public HBCUs in the mid-Atlantic region. The two institutions were selected based on

three main factors (a) the institutions must be in different states or counties within the state, offering different perspectives and climates of alternative fundraising support; (b) the institutions must have a current president who has been in leadership for at least three years, thus providing a sense of institutional leadership stability; (c) the institutions have a separate fundraising foundation, demonstrating a university fundraising structure in line with best practices.

The steps taken to implement the selected criteria were the following:

1. Obtained a list of all HBCUs in the Mid-Atlantic region.

2. Conducted a review of each institution against the selection criteria.

3. Prepared a short list of the HBCUs that met the selection criteria. If more than one HBCU in the same state met the criteria, the HBCUs were ranked based on size of their endowment and length of tenure of the president.

4. The list of the HBCUs from the states that met the criteria were reviewed and two selected.

5. The two selected HBCUs were mailed a letter explaining the intent of the study and inviting them to be a participant. The most senior staff person in Institutional Advancement and/or the University Foundation was asked to serve as the lead point of contact. The number of participants from each HBCU was based on the internal roles and responsibilities that addressed the

areas pertaining to the research questions. A time period was given to receive

a response and follow-up call(s) were made prior to the response due date.

6. If an invited HBCU declined the invitation, the invitation process continued

until the two participating HBCUs were selected.

7. An Informed Consent Form was mailed and emailed to the participants to

formalize their participation in the study.

The number of participants was in line with the recommendation of Creswell

(2013) for collective case studies to not have more than four or five case studies in a

single study. However, Wolcott (2008) found that any case over one dilutes the level of

detail that a researcher can provide. This researcher decided to proceed with two in order

to, as Creswell (2013) states, provide ample opportunity to identify themes of the cases as

well as conduct cross-case theme analysis (p.157). In order to protect the identity of the

HBCUs and to fulfill the confidentiality commitment, they were referred to as HBCU A

and HBCU B. Full cooperation was provided by the participants to provide extensive

information for a comprehensive review of the institutions as part of this qualitative

multi-case study (Klenke, 2008).

3.3 Data Collection Procedures

Research protocols were followed to collect the data for this study, consisting of a series of interrelated activities to gather good information in order to answer emerging research questions (Creswell, 2013). The first step in data collection activities was to obtain all necessary approvals from the Delaware State University Institutional Review Board and the Educational Leadership program. The Institutional Review Board application and attachments are provided in the Appendices. Thereafter, the data collection began. A data collection plan was developed as recommended by Creswell (2013) to capture the multitude of forms of data and for an information-rich case study. The data collection plan was a comprehensive document detailing all aspects of data collection including how it would be collected, consideration of any ethical aspects to the data collection, and descriptors of measures to maintain confidentiality. In addition, the plan detailed all individuals or entities that were involved in the data collection. Most importantly the plan provided the time-line expected to collect each data element.

As part of the preparation to select the research questions a pilot test of the research questions and other sub questions with the consortium of HBCUs that met in the summer of 2014 during a HBCU Philanthropy Symposium was undertaken. Prior approval was obtained from the researcher's University Institutional Review Board to

conduct this pilot as part of the preparation to conduct formal research. The IRB pilot test approval is presented in the Appendix along with the initial questions that were asked of the participants. The results were informative in reframing the core questions of this study to be targeted to the information that is needed for further research. Each of the resulting research questions in this study was developed as a result of the feedback from the pilot test.

3.4 Confidentiality Procedures

Procedures were established from the beginning of the study to maintain confidentiality of the participants. Confidentiality is critical for the integrity of any empirical research study and, for qualitative researchers, maintaining respondent confidentiality while presenting rich, detailed accounts of social life presents unique challenges (Kaiser, 2009). The research study was structured in such a way to avoid deductive disclosure of the participants, which happens when the traits of individuals or groups make them identifiable in research reports. The researcher employed what is referred to as the dominant approach to protect respondent confidentiality. Essentially, the researcher assessed if the data could be collected anonymously or not. In some cases, if it could not be collected in this manner, it was collected, analyzed and reported without compromising the identities of the respondents. The dominant approach was addressed

during research planning, and during data collection, data cleaning, and in dissemination of the research results.

At the onset of the study, an Informed Consent form was obtained from the participants to gain their support, and to assure them that their identifying information would be changed to protect their identity. The signed informed consent forms were obtained from each participant/respondent in the study. Participants were informed that they may withdraw from the study at any time. This was important in order for the respondent to trust the researcher and open up during the interview process and other data collection avenues to provide the needed information for the study. In addition, respondents were reminded of the confidentiality of the study through re-envisioned informed consent (Kaiser, 2009). This was particularly important during the data collection period. During data review extra care was given to maintain confidentiality of the respondents. This required altering non-essential information that, if disclosed, could be traced back to the respondent through deductive disclosure. Care was taken to maintain the integrity of the data during the data cleaning process of the study. Equally important was the dissemination of the research findings and the continued process to protect the respondents' identity. It was important that the respondents understood the purpose of the study and how the findings would be used in all forms of dissemination (i.e., conferences, books, social media blogs, etc.).

In addition, stringent procedures were instilled to secure and store the data as collected, and to properly maintain the data upon completion of the study. At no time was the name of the individual participant or the institution disclosed. Any data collected were secured in a locked filed drawer located in the researcher's office, and would be disposed of as agreed by the study participants. The dissertation study and any published versions of it will only reference HBCU A and HBCU B as participating institutions and individuals were given pseudonym names associated with their responses.

As mentioned earlier, informed consent forms were executed to ensure the integrity of research and transparency with the participants. This researcher identified the basic documents that were collected from other sources than interaction with the participants. This action included on-line research of the Integrated Postsecondary Education Data System (IPEDS) to obtain federal and state funding trend data of the universities. Only approved interview instruments were utilized in the conduct of the study.

3.5 Data Collection Methodology

Data collection up to this point was described to frame a basic understanding about the participants prior to engaging them. All forms of data collection approaches were used throughout the study to include extensive observations and in depth interviews

which were conducted in person. Collection of the data followed the compendium of data collection approaches in qualitative research as presented and to include the following:

In-person one-on-one interviews. This type of interview was conducted with unstructured, open-ended questions, which were the primary source of data collection. The researcher prepared an interview protocol to formalize the interview process.

Prior to beginning the interview, a location mutually agreed upon with the participant was secured. The location was a place where the participant was comfortable in his/her own environment. It was conducive to maintaining the confidentiality of the study and their involvement. They had an option to waive confidentiality of their involvement by documenting it on the consent form in writing. No one accepted that option. The next step was to document the digital audio number, respondent's pseudonym name, interview number, date, and time. The interview began by making sure that the respondent was able to dedicate at minimum 45 minutes to one hour to participate and that the setting was comfortable. The respondent was instructed that it was very important that the interview not be interrupted for any reason unless a dire emergency. The respondent was asked to turn silence on or turn off cell phones until the interview was concluded. The below interview protocol was followed for all interviews:

1. Thanked the respondent for her/his willingness to participate in the study.

2. Used talking points to demonstrate knowledge of respondent/university

   background/history.

3. Introduced the researcher and discussed:

   - Why and how the respondent was selected for the study.

   - Discussed the researcher's background.

   - Discussed the Educational Leadership Program requirements.

4. Informed respondent of the interest in him or her:

   - Discussed respondent's role in the study; and asked if she/he had any

     questions about the study.

5. Guaranteed confidentiality:

   - Assured respondent that all responses to questions asked during the interview

     would remain completely confidential.

     - Advised respondent that her/his individual responses would be only

       associated with the university with their permission.

     - Ensured respondent that all responses were coded to ensure

       confidentiality, as were other participants' responses.

6. Informed respondent that all interviews were audio-recorded with their

   permission to ensure a precise and accurate account of her/his responses and:

- A code number and pseudo-name would be assigned to each recording. Informed the respondent of the pseudo-name selected, and allowed respondent to select a different name, if desired.

- Informed the respondent that the recording would be disposed of after it was transcribed.

- Reviewed the informed consent form with the respondent and asked them to sign it.

- Presented two copies of the informed consent form to the respondent. After signing by the researcher and the respondent, one copy of the informed consent form remained with the respondent and the other was filed with the study documents.

7. Usage of the data:

- Informed the participant that the data from the interviews would be used to provide a greater understanding of the impact of resource generation based on the questions.

- A verbatim transcription would be developed from the interviews and shared with the respondents to confirm accuracy.

- Manual and qualitative research software was used to manipulate and interpret the information obtained in the interview.

8. General protocols were shared with the participants, and they were advised:

- A variety of questions would be asked during the interview process.

- A response was requested upon being asked and answers are needed for each question.

- To take her/his time and reflect on each response.

- They could refuse to answer any question.

- They needed to speak clearly, talk slowly, and to project her/his voice to ensure that the recorder would be able to pick up the conversation;

- There were no right or wrong answers during the interview.

- They should ask for clarification concerning anything that may be confusing or to repeat a question.

- Notes would be taken while the interview was in progress just in case her/his responses signaled other questions or probes.

- To interrupt if a break was required.

- The study results may be published.

9. The respondents were asked if they had any questions prior to starting the interview.

10. The respondents were asked to complete the demographic questions, and the confidentiality of the interview and data collected were reiterated.

11. Thanked the respondent for participating. Referred them to the informed

consent form for researcher contact information.

12. Informed the respondent that the decision whether or not to participate in the

study would not prejudice future relationships. They were free to withdraw

consent and to discontinue participation at any time without prejudice during the

session.

Once the respondent stated that he/she had no further questions about the process

the length of time for the interview was explained to not exceed 45 minutes to one hour;

and that all efforts would be made to maintain the interview within that timeframe.

Permission was requested to begin recording the interview and to take notes during the

session. If permission was not given to audiotape the session, the researcher would have

complied; however, all participants gave their permission. Notes were taken on an Apple

MAC 15-inch laptop; and on a spiral white-lined page notebook. Each laptop file and

notebook was dated, numbered and secured. The audio equipment that was used was an

Apple iPhone 6 Plus voice recorder. It was unobtrusive and had a small presence to not

be intimidating to interviewees giving consent to be recorded.

Interviews were a major part of the study and several approaches to this task

were explored. Creswell's approach was followed, such as (a) decided on the research

questions, (b) identified the interviewees, (c) determined the most practical type of

interview to bring the most useful information, (d) used adequate recording procedures,

(e) designed and used an interview protocol or interview guide, (f) further refined the

interview questions and the procedures through pilot testing as recommended by Yin

(2009), (g) determined the location for the interview, (h) obtained consent from the

interviewee with a consent form, and (i) used good interview procedures. Kvale and

Brinkmann's (2009) approach also guided the data collection process to ensure a

thorough process was followed to conduct the interviews and capture the necessary data.

Kvale and Brinkmann are recognized for their seven stages of an interview inquiry report.

The seven stages range from thematicizing the inquiry, to designing the study,

interviewing, transcribing the interview, analyzing the data, verifying the validity,

reliability and generalizability of the findings and, finally, reporting the study. Both

Creswell and Kvale and Brinkmann provided appropriate protocols to conduct all aspects

of the interview process throughout the reporting of data. The interview protocol

discussed above incorporated these tested protocols.

3.6 Data Collection Instruments

Industry standard qualitative research methods were utilized for data collection to

include in-person discussions, personal observations, structured and semi-structured

interviews, and document reviews (print and electronic). Originally conducting focus

groups was planned to be part of the data collection; however adequate data were secured through the other sources. Data collection began upon approval by the Delaware State University Institutional Review Board on September 25, 2015.

After receiving the IRB approval, the data collection plan was implemented. The initial data collected were on-line from public information sources such as the IPEDS, and news media articles. This information was categorized by type of document, title, author, date and place of publication and secured in the researcher's office. The first contact with the participating HBCUs was by emails sent to HBCU A and HBCU B on September 26, 2015, to inform them of IRB approval to begin collecting data and to provide recommended dates for an on campus visit to conduct interviews, discuss the study and collect data. The first confirmation for an on-campus visit was received from HBCU A on October 10, 2015. Additional follow-up emails discussed the other personnel that were requested to interview as part of the study. After schedules were coordinated with all interview participants, the meeting was schedule with HBCU A on November 11, 2015. The interview date for HBCU B was subsequently accepted on November 10, 2015 and scheduled for November 24, 2015, again with all requested interview participants.

The study benefited from key information obtained from Advancement staff participants in the exact same roles at HBCU A and HBCU B, including the Vice

President of Institutional Advancement, the Director of Development, and the Director of

Alumni Relations. These individuals, henceforth called by their pseudonym name or as

participant, provided support in multiple ways. All of them were interviewed; some

assisted in gathering university materials, facilitated tours, and provided observation

opportunities. Having the same positions as part of the study from both case study

schools allowed for a strong comparison of positives and negatives as perceived by these

participants in regard to the central question and the sub questions. A profile of the

participants is presented in Table 3.1. All of the participants had been with their

institutions for over ten years, except for one; however, all had been in their current job

role for over three years. The following demographic table shows profiles of the

participants by pseudonym name.

Name Pseudonym	Gender	Race	Job Title	Total years in current position	# of years at current HBCU	# of years of experience at other institution(s) in the same job role?	# of years of experience at other institution(s) in different Advancement job role
Table. 3.1 Demographic profile of the participants' staff by HBCU.							
HBCU A							
Janice	Female	Black	Director of Alumni Relations	5	39	None	None
Denise	Female	Black	Director of Development	5	15	7	3
Charlotte	Female	Black	Vice President of Advancement	9	15	None	None
HBCU B							
Justin	Male	Black	Director of Alumni Relations	3	19	None	None
Vicky	Female	White	Director of Development	11	11	None	None
Shawn	Male	Black	Vice President of Advancement	3	3	18	None

3.7 Case Study 1, HBCU A.

The senior staff interviews were conducted on or near the campus of HBCU A.

The interview setting was at a location selected by each participant.

Janice. The first interview was conducted with Janice (pseudonym). The location was a conference room in a campus building that provided a comfortable environment. Janice has served in her role as Director of Alumni Relations for five years and is an employee of 39 years of the HBCU. Prior to joining the University, she did not work in the Advancement field.

Denise. The second interview was conducted with Denise (pseudonym). The location was a conference room in a campus building that provided a comfortable environment. Denise has served in her role as Director of Development for five years and is an employee of 15 years at the HBCU. Prior to joining the University, she worked for over ten years in the Advancement field.

Charlotte. The third interview was conducted with Charlotte (pseudonym). The location was a room in a restaurant close to campus that provided a fairly comfortable environment. Charlotte has served in her role as Vice President for Institutional Advancement for nine years and is an employee of 15 years of the HBCU. Prior to joining the University, she did not work in the Advancement field.

3.8 Case Study 2, HBCU B.

The senior staff interviews were conducted on campus of HBCU B. The interview setting was at a location selected by each interviewee.

Justin. The first interview was conducted with Justin (pseudonym). The location was a conference room in a campus building that provided a comfortable environment. Justin has served in his role as Director of Alumni Relations for three years and is an employee of 19 years of the HBCU. Prior to joining the University, he did not work in the Advancement field.

Vicky. The second interview was conducted with Vicky (pseudonym). The location was a conference room in a campus building that provided a comfortable environment. Vicky has served in her role as Director of Development for eleven years and is an employee of eleven years of the HBCU. Prior to joining the University, she did not work in the Advancement field.

Shawn. The third interview was conducted with Shawn (pseudonym). The interview location was his office on campus that provided a comfortable environment. Shawn has served in his role as Vice President of Institutional Advancement for three years and is an employee of three years of the HBCU. Prior to joining the University, he worked for over eighteen years in the Advancement field.

3.9 Ethical Considerations

During the interviews the participants were informed that while answering all questions was desired, they could decline to answer questions and withdraw from the

interview at any time. Materials were prepared, organized and archived in both digital

and print-based formats. At all times, the privacy of participants and confidentiality of

materials were treated with the highest regard for protection. Everything was secured to

protect the identity of the participants and institutions in the study. During each of the

on-campus visits, the researcher was allowed to tour the campus and observe the staff in

their environments. In addition, extensive materials were obtained that are used to

promote the University, outreach to alumni and to the private sector.

  Observations. Permission was obtained from the participants to observe them in

their environment - at staff meetings, board meetings, etc. - when addressing issues

relevant to the research questions. Field notes were obtained by capturing informal and

formal data. Informal data included casual observations in the participant's environment

and other environments that informed the research questions. Formal data were obtained

in the participant's environment in their presence. Extensive field notes were taken

manually in spiral bound, lined white page journal notebooks. Each notebook was

consecutively numbered and dated from the first written page to the last page in the

notebook. Field notes were also taken using an Apple IPAD Air with keyboard case.

  Observations were conducted as often as allowed and on occasion simply as a

nonparticipant observer in meetings at the study participants' sites. Like interviewing,

there was industry guidance from several authors on conducting qualitative observations.

The process followed was (a) presented an informed consent form to sign before starting

the observation; (b) after selecting the site to be observed, obtained the required

permissions needed to utilize it; (c) wrote down who or what was observed, when, and

for how long; (d) determined a role to be assumed as an observer; (e) designed an

observational protocol as a method for recording notes; (f) recorded aspects such as

physical setting, the writer's reactions, etc.; (g) during the observation, had the point of

contact introduce the leader; (h) after observing, informed the participants of how the

data would be used and their accessibility to the study; and (i) prepared field notes

immediately after the observation (Creswell, 2013; Patten, 2009).

Document Review. Documents that were obtained were placed in a zippered tote

bag to secure them. Each document was recorded in a database maintained on an Apple

MAC Pro 15-inch lap top computer. The database captured the document's date, title,

authors and place of publication. A summary of each document included key words,

concepts and themes identified in the review. The documents were placed in a locked file

cabinet for security and future reference. Documents requested from the University

participants included reports from 2014 and 2015 of (a) government funding, (b) alumni

participation and donations, (c) private fundraising, (d) endowment funding, and (e)

University annual reports. In addition, the University strategic plans were requested as

were relevant official memos, minutes, and records. Other sources including additional

public documents from the Federal government to include the U.S. Department of

Education, Integrated Postsecondary Education Data System (IPEDS) data. This

researcher obtained numerous documents for analysis. Permission was obtained, when

necessary, from the authors of the documents to incorporate the data in the research

study. Proper citation was given in all cases when data by another author were used in

the study.

3.10 Triangulation of Data

A sufficient amount of data was collected in order to respond to the research

questions of this study. The data were triangulated against the research questions to

ensure all data were considered in answering the questions. Mills (2011) supports the

triangulation principle stating that the strength of educational research lies in its

triangulation, in collecting information in many ways rather than relying on one source.

As shown in the below triangulation Table 3.2 matrix, a variety of data sources were used

to answer the research questions.

Table 3.2	Data Source			
Data Triangulation Matrix	1	2	3	4
Research Questions	Interviews Individual	Physical Artifacts	Documents/Literature Review and Empirical Studies	Direct Observations/ Participants Observations/ & Field Notes
Central research question: What is the collective impact of government funding, alumni giving, and private fundraising on resource generation at public, mid-Atlantic region, Historically Black Colleges and Universities?				
RQ. 1. How does government funding impact resource generation?	X	X	X	X
RQ. 2. How does alumni giving impact resource generation?	X	X	X	X
RQ. 3. How does private fundraising impact resource generation?	X	X	X	X

Table 3.3 shows the contributions by the participants to the data collection.

Table 3.3					
Data Collection Matrix: Type of Information Provided by Participant					
Information Source/Pseudonym	Interviews	Documents	Observations	Audiotapes	Field Notes
HBCU A					
Janice	X	X	X	X	X
Denise	X	X	X	X	X
Charlotte	X	X	X	X	X
HBCU B					
Justin	X	X	X	X	X
Vicky	X	X	X	X	X
Shawn	X	X	X	X	X

The data were simultaneously triangulated against the research questions as
collected. The data were collected in various ways as presented in Table 3.3, Data
Collection Matrix. Similarly, print materials were organized for each HBCU Case Study
in the same manner. Thereafter, each print piece was read at least twice, and a brief
summary of each document was prepared to capture its purpose, intended audience, date

of production (if known), and salient points. The summaries were helpful in referring

back to a print document. In addition, throughout this process key words/concepts were

tagged and included on a table displaying the data. Thereafter, review of the table

determined any natural topics that appeared. These topics, with the associated data

source tags (i.e. Strategic Plan, pg. 2, para 4, line 2), were then reduced to codes to be

considered with other data pending analyses. The topics were grouped into categories

with the associated coding. All attempts were made to reduce the number of categories

by identifying interrelationships between them and consolidating when possible. This

process continued until the final analyses of the print materials was completed.

Table 3.4			
Case Study Triangulation of Data by Research Questions			
CASE 1 – HBCU A	Print Materials – provided by HBCU 11-11-15	On-Line Sources	Researcher Observations
RQ. 1. How does government funding impact resource generation?	HBCU A's Government Funding Reports President's Reports to Board of Trustees, University Body	HBCU A Office of Sponsored Programs' Website IPEDS Data U.S. News and World Reports Data	Conducted during campus visits
RQ. 2. How does alumni giving impact resource generation?	Post card to recruit members to the Alumni Association Alumni Homecoming Newsletter	University Website Social Media	Conducted during campus visits

	Alumni Newsletter Alumni Annual Dinner Program		
RQ. 3. How does private fundraising impact resource generation?	Calendar of Museum of Art showing awards and recognitions Brochure with Listing of Grant Awards Foundation Annual Report	University Website	Conducted during campus visits
General Information	University Magazines Organizational Chart Strategic Plan	Internet Research Minutes	
CASE 2 – HBCU B	Print Materials – provided by HBCU	On-Line Sources	Researcher Observations
RQ. 1. How does government funding impact resource generation?	HBCU B's Government Funding Reports President's Reports to Board of Trustees, University Body	HBCU B's Office of Sponsored Programs website IPEDS Data U.S. News and World Reports Data	Conducted during campus visits
RQ. 2. How does alumni giving impact resource generation?	University newsletters for faculty, staff, students, alumni and friends Alumni Survey	University Website Social Media	Conducted during campus visits
RQ. 3. How does private fundraising impact resource generation?	Donor Impact Statement	University Website	Conducted during campus visits
General Information	College Newsletter Arts Calendar	Internet Research Minutes	

	Faculty Newsletter Campus Map Strategic Plan Institutional Effectiveness Management Model Graduation Program Self Study Design		

A similar but more involved process was conducted for the analyses of the in-person interview transcripts.

Finally, all data were stored according to industry protocols to, at a minimum, include maintaining the anonymity of the participants, using high quality tapes, and having backup systems for all computer data. Data were stored in secured file cabinets located in a secured office with access limited to this researcher. All data will be disposed of based on the agreement made with the participants in the Informed Consent agreement. The following section describes in detail the process that was undertaken to analyze the data collected.

3.11 Proposed Data Analysis

Following the protocols for case study research, the results from analysis of documents, interviews, observations, field notes, and other public domain sources were presented and discussed. The analysis answers the central research question and the sub-

questions. The data analysis was a holistic analysis of the entire multi-case study. A

search of qualitative research data analysis methods identified several authors' work,

most notably that of Yin (2009), Creswell (2013), and Klenke (2008). The approach in

this study follows these authors' methodologies. Yin recommends identifying issues

within each case, and then searching for common themes that transcend the cases. Also,

the researcher found Creswell's approach to be interesting and useful for this study.

Creswell found when using a multiple or collective case study a typical format is to

provide first a detailed description of each case and themes within the case, called a

within-case analysis, followed by a thematic analysis across the cases, called a cross-case

analysis. In addition, assertions or an interpretation of the meaning of the case are made.

The study employed a cross-case synthesis as an analytic technique since two or

more cases were being studied (Yin, 2009). A table was created to display the data from

participant cases according to a uniform framework developed through the data

triangulation. Extensive review was conducted of all collected documents, interview

transcripts, field notes and observations. Data analyses also involved intentional periods

of critical reflection to determine meaning from the data (Klenke, 2008).

A qualitative software system was secured to conduct a comparative research

analysis from the researcher's initial analysis of the same data. The software utilized

throughout this data analysis was the full suite of MAXQDA12 and enhanced

components. Using qualitative software facilitated the analyses of the data. This software was particularly helpful in analyzing interview transcripts by automatically identifying common concepts and themes and generating analytical reports as a result. The data sources were tracked against the identified themes. Coding and categorizing the transcript of the interviews in order to identify common concepts and, ultimately, identify themes was a major component of the analyses. As part of the coding, a continued review of the transcripts was conducted in order to merge categories to assure their uniqueness. Furthermore, the researcher analyzed the relationships between the items that fell under each category to develop the framework needed to answer the study questions. Utilizing the software system provided verification and validity support.

3.12 Process to Review Interview Transcripts

  Step 1: Preparing the transcripts. Each of the six transcripts from the HBCUs' staff interviews were transcribed by a professional transcription company. A Non-disclosure form was executed with the transcription company before contracting with them to transcribe the tapes. After each transcription, the researcher listened to the audiotape to ensure a verbatim transcription. Once this was complete, each transcript was re-read for clarity and to clean up any unclear statements due to low volume of the audiotape or mispronunciations.

Step 2: Reading of the Transcripts to Code. Each transcript was then read three times to develop an initial list of codes based on relevant responses. Relevant responses were identified by key words. A sampling of key words that were used were government, funding, state, federal, local, government, alumni, student engagement, giving, alumni participation, leadership, president, staffing, corporations, foundations, philanthropists, image, reputation, peer aspirants, rankings, investment, transformation, pride, communication, and campaign.

Step 3: Organization and Coding of Responses. The relevant responses were organized by research question. After reading through all of the responses to the research questions, and underscoring all pertinent information, a master coding list of response categories was developed. Each research question's response categories were counted by frequency of use.

Step 4: Review of Total Transcripts and Final Coding. Using the master coding list developed in Step 3, each transcript was hand coded citing repeat use of elements of categories and significant statements. Once this process was complete the coding list was finalized. The next step was creating categories, and themes. Thereafter the transcripts were uploaded to the qualitative software MAXQDA 12 to determine if the same codes, categories and themes were identified. Discrepancies were reviewed to weight the most accurate interpretation against all of the data findings.

Step 5: Completion of Data Analysis and Report of Findings. The analysis of

each relevant response to the research questions and analysis of each interview transcript

was conducted. This resulted in final categories and themes for the research questions.

Creswell (2009) reported that qualitative data should be divided into four to five major

themes which represent the major findings in the qualitative research. After the major

findings were categorized, the researcher provided the HBCU participants with the

research themes. The participants' reviewed the themes and provided the researcher with

feedback to determine whether the theme and case analysis were accurate.

Step 6: Review of Total Transcript to Ascertain Validity of Findings. All of

the transcripts were reviewed to determine if the findings and the main themes and

patterns were consistent with the data. A comparison of the literature was made to

determine which findings were supported or not supported by the literature. In addition,

the participants (member checking) were given copies of the case study draft of their case

to validate that the findings were accurate. To determine interrater reliability, the

transcripts were given to two trained volunteers to determine if the same themes, patterns

and categories were identified. Further findings were validated against the HBCU's

strategic plan, Board minutes when available, newsletters and other documents.

The process for analyzing this case studies' data aligned with Klenke's (2008)

process of data analysis of qualitative research, which is presented below in Figure 3.2.
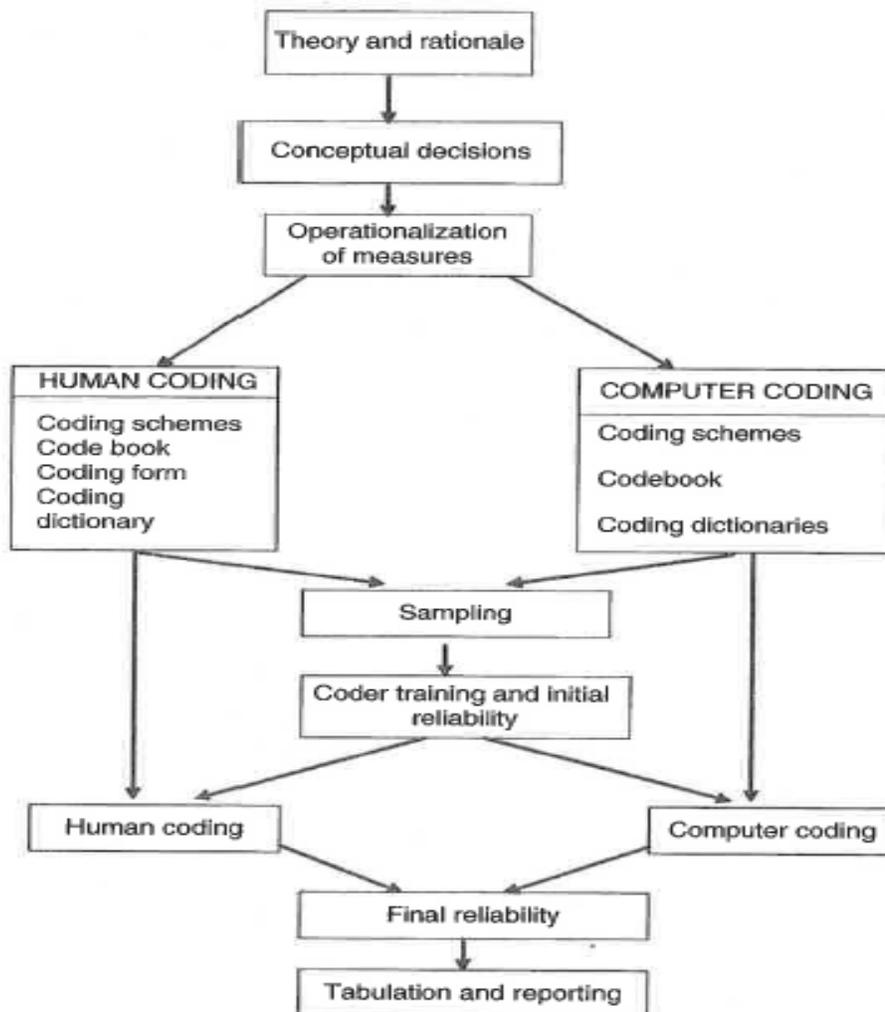
Figure 3.2: Klenke's Qualitative Data Analysis Matrix

In order to ensure reliability and validity, the researcher incorporated peer

debriefing, member checking, and triangulation of the data analysis as recommended by

Klenke (2008). Peer debriefing was conducted by a colleague at the University of the

District of Columbia, an expert in qualitative research. In addition, member checking

was conducted by the respondents as part of the research team reviewing the results of

the study, validating that the information captured was accurate and that the findings had

meaning. In addition, inter rater reliability was conducted by utilizing trained researchers

to triangulate the datasets for consistency of the findings (Armstrong, D., Gosling, A.,

Weinman, J., & Marteau, T., 1997). Utilizing qualitative software, the data were

analyzed in line with the most advanced approaches for data analyses. Finally,

naturalistic generalizations were determined from the data, generalizations that other

researchers can learn from the cases either for themselves or to apply to a population of

cases. The results provide a solid foundation for the writing of findings and

recommendations for future research.

3.12 Role of the Researcher

The researcher is the instrument in qualitative case study research. Klenke (2008)

posits that the researcher's viewpoint and impact on the research are a vital part of the

qualitative research process. The researcher conducted numerous in-person meetings

through interviews, on-site document collection and phone conversations with the

participants. Stake (1995) asserts that the researcher in qualitative studies is the agent of

new interpretation and knowledge. The researcher has attempted to expand the body of knowledge regarding this study's subject to assist HBCUs in developing strategies to sustain their institutions.

3.13 Ethical Issues

This research did not experience any adverse ethical issues. Care was taken to make sure all parties involved in the study were informed of the study's purpose and process. Consent forms were obtained for all interaction with participants, especially when their data were used as part of the study. Locked files were maintained for interview forms and participants were assigned pseudonym names to shield their identity. The dissertation study followed the ethical principles espoused by Klenke (2008), specifically:

- Respect for human dignity

- Respect for voluntary participation

- Respect for confidentiality and privacy

- Respect for justice and inclusiveness

- Balancing harm and benefits

- Minimizing harm

- Maximizing benefits (p.3).

3.14 Summary

      This chapter discussed the methodology of the study. The components that were addressed were the research design, selection of participants, data collection and data analyses procedures. This study (a) expands the body of literature on the current challenges facing HBCUs and strategies to overcome those challenges; and (b) explores the leadership role in obtaining, maintaining and increasing resources to ensure the survivability and growth of HBCUs. Conducting a case study provided an opportunity to explore the experience of HBCUs and gather data to answer the research questions (Creswell, 2013). Chapter IV reports on the findings of the study in associating with the research questions and five identified themes as the outline to report the study.

CHAPTER IV: RESULTS

4.1 Introduction

This study explores the impact of Government Funding, Alumni Giving, and Private Fundraising on resource generation at Historically Black Colleges and Universities. The multi-case study participants were two public HBCUs located in the mid-Atlantic region. This chapter provides a description of the contexts within which the participants view the research topic and presents the findings from the constant comparative and cross-case analysis of the multi-case studies. As mentioned in Chapter III, extensive data were collected and analyzed. The research questions were answered as a result. Six overarching themes emerged from the analyzed data. Analysis of the themes resulted in six major findings of the study. As a result, the study findings are comprehensive and reflect the researcher's success in contributing to the body of knowledge in this area.

The research questions, recurring themes, and findings related to each research question are presented in the following table, provided as Table 4.1.

Table 4.1 Central and sub research questions	
Central Research Question: What is the collective impact of government funding, alumni giving, and private fundraising on resource general at public, mid-Atlantic region, Historically Black Colleges and Universities?	
RQ. 1. How does government funding impact resource generation?	Finding 1. The public HBCUs' budgets reflect well over 50% dependence on government sources, and thus creates an unsustainable base of operations given the funding trends. (Theme A: Transition from Dependence on to Independence from Government Funding.)
RQ. 2. How does alumni giving impact resource generation?	Finding 2. Students need to be engaged in meaningful ways while in school to develop a mindset of the importance of supporting the University. (Theme B: Student Engagement - Builds Engaged Alumni.) Finding 3. Instill alumni pride to spur a steady increase of alumni becoming donors. (Theme C: Turn Alumni into Donors.)
RQ. 3. How does private fundraising impact resource generation?	Finding 4: Institutions must promote the strengths of faculty, students, and alumni to be perceived as good investments to the private sector. (Theme D: Promote Thyself: Toot Your Own Horn.) Findings 5: Leadership must be supportive of the institution in being donors and in resource generation. (Theme E: Leadership Engagement: Builds Support.) Finding 6: HBCUs must move from traditional business models to transformative models. (Theme F: Transform to Survive and Thrive.)

Each of the findings is discussed in the following paragraphs.

4.2 Finding 1.

The public HBCUs' budgets reflect well over 50% dependence on government sources, and thus creates an unsustainable base of operations given the funding trends. (Theme: Transcend from Dependence on - to Independence of Government Funding.)

According to the Pew Charitable Trust report (2015) although federal and state funding streams are comparable in size and have overlapping policy goals, such as increasing access for students and fostering research, they support the higher education system in different ways as presented in Chapter II: Literature Review Figure 2.2. The report contends that financial assistance for individual students and funding for specific research projects is primarily provided by the federal government, while the general operations of public institutions is usually funded by the states, with lesser amounts appropriated for research and financial aid. For HBCU A and HBCU B, both public institutions, government funding from all sources has fluctuated over the past five years. Each of the participants is today and has always been dependent on government funding for the typical categories of tuition assistance, facility upgrades, R&D support, training, etc. While both HBCUs realize that being in this position does not guarantee the sustainability of their institutions, neither addressed how to lessen this dependency

without a miracle happening such as a major donor giving a transformational gift/grant that will decrease or even eliminate the dependency on federal and state funding.

As mentioned earlier, this study is viewed through the lens of Resource Dependency Theory (RDT) the study of how the external resources of an organization affects its ability to plan its own destiny. According to the research, the procurement of external resources or alternative resources is an important tenet of the strategic management of all institutions. In this multi-case study, the basic argument of RDT aligned perfectly with this study finding, in particular as it relates to dependency on government funding for over half of its budget. Both HBCU A and HBCU B fit the RDT dependency model as described below:

- Organizations (HBCUs A & B) depend on resources (funding).

- These resources ultimately originate from an organization's environment (location).

- The environment, to a considerable extent, contains other organizations (government funding sources).

- The resources certain organizations (HBCUs A & B) need are thus often in the hand of other organizations (government funding sources).

- Control of resources (funding) is a basis of power.

- Power and resource dependence are directly linked.

Another way of saying it is that organization X's (government sources) power over

organization Y (HBCU A or B) is equal to organization Y's (HBCUs A or B) dependence on organization X's ((government sources) resources (funding).

During the interview discussions, Denise, Vicky, Charlotte, and Shawn spoke of the need to collaborate more with other HBCUs and with the private sector to leverage their limited funds to pursue additional sources of funding. This researcher is in agreement with scholars (Hillman, Winthers, & Collins, 2009; Davis & Cobb, 2010; and Drees & Heugens, 2013) who suggest RDT is the underlying foundation of these new collaborations. The rationale is that with less government grants and resources being used for higher education, the nonprofit sector has increased competition for resources to maintain their organizations. Studies by Davis and Cobb (2010) and Drees & Heugens (2013) discuss the importance of RDT in explaining the actions of organizations forming partnerships, consortiums, and joint ventures in striving to overcome dependencies and improve an organizational autonomy and legitimacy. These types of collaborations are exactly what is being discussed at the HBCUs in this study. If they follow this path and find partners to work with them to enhance their value proposition, it will start building the road to independence from government funding necessary for their success.

Each of the HBCUs has received less overall federal funding in all funding categories in the past three years. The federal government's college scorecard reports that each of the study HBCUs is below the national average in the average cost to attend,

graduation rate, and expected salary after attendance. Table 4.2 reflects the current

College Scorecard reported data on each.

Table 4.2			
U.S. Department of Education College Scorecard Reported Data			
Study Participant	Average Cost	Graduation Rate	Salary After Attendance
HBCU A	$14,502	31%	$39,700
HBCU B	$14,511	32%	$37,800

The impact of the College Scorecard initiative is yet to be known on attendance rates at

the HBCUs; however as public institutions this information is readily available to

potential students on the institutions websites - without being a federal initiative.

In regards to federal funding last fiscal year, HBCU A had a slight increase in

R&D funding due to a significant grant led by a renowned faculty member with previous

connections to the funding agency. The state funding fluctuated as is the norm for most

public institutions across the country. HBCU B has realized increased funding from the

state, but for special projects. While special appropriations have funded one-time

projects, this unpredictable funding cycle cannot sustain either institution long term.

A profile of each HBCU's revenues reflects a major difference in a recent fiscal year in

the success of one over the other in gaining resources from the government. Overall the

institutions received over 50% of their revenue from the state and federal governments.

One study respondent, Shawn, contends that "this level of dependence without any means of sustaining HBCU B should that funding drastically decrease, which is predicted in the future, is not a business model that should continue." Scholarly research by Lee & Keys (2014), Mortenson (2012) and this researcher support this statement. The HBCUs' government funding for FY 2014 is presented below in Figures 4.1 and 4.2 and Table 4.3, based on data from the U.S. Department of Education, Integrated Postsecondary Education Data Systems (PEDs), National Center for Education Statistics.

HBCU -A

$25,594,246
$28,283,417
$3,068,690
$1,793,064
$1,793,064
$16,315,885
$77,144,664

- Federal operating grants and contracts
- State operating grants and contracts
- Local/private operating grants and contracts
- Private operating grants and contracts
- State appropriations
- Federal nonoperating grants
- Capital appropriations

HBCU - B

$10,206,737
$15,628,184
$7,989,390
$981,497
$981,497
$8,718,903
$33,958,589

- Federal operating grants and contracts
- State operating grants and contracts
- Local/private operating grants and contracts
- Private operating grants and contracts
- State appropriations
- Federal nonoperating grants
- Capital appropriations

Figure 4.1: Government Funding of HBCU A and HBCU B by Percentage

The data clearly show that HBCU A receives significantly more funding than HBCU B; however, it is interesting to note that the staff sizes also follow this pattern. HBCU A has 70% more staff than HBCU B. This study did not assess whether the staff size plays a factor in funds raised. It is just referenced here as a fact; however one can surmise based on the difference in funds raised that it is a factor.

Table 4.3 Financial Aid Funding reflects the average amount and percentage of government aid the schools received in one fiscal year. The graphic depiction of the financial aid funding is displayed in Figure 4.2 which reflects very close amounts in most funding categories. What this shows is that any drastic change in government funding will significantly impact each school. This is exactly what happened in 2011 when the federal government drastically changed the eligibility criteria for the Pell grants and Parent Plus loans. These policy changes affected more than 30,000 students at HBCUs (which included HBCU A and HBCU B), at a collective loss in tuition of more than $150,000 (Burke, 2014; Morris, 2015). Fortunately, the policy decisions were softened in 2014 due to protest from industry. But, the harm was done and HBCU A and HBCU B are still recovering from the loss in revenue.

Table 4.3 Financial Aid Funding for HBCU A and HBCU B Fiscal Year 2014				
	HBCU A Percent Receiving Aid	HBCU A Average Amount	HBCU B Percent Receiving Aid	HBCU B Average Amount
All undergraduate students				
Any grant or scholarship aid	77%	$7,575	80%	$9,780
Pell grants	57%	$4,358	54%	$4,431
Federal student loans	76%	$7,812	55%	$6,122
Full-time, first-time, degree/certificate-seeking undergraduate students				
Any student financial aid	94%		88%	
Grants or scholarship aid	81%	$8,680	76%	$9,030
Federal grants	59%	$5,394	59%	$4,791
Pell grants	58%	$4,557	59%	$4,677
other federal grants	20%	$2,755	14%	$474
State or local grants and scholarships	32%	$3,270	45%	$4,287
Institutional grants and scholarships	38%	$7,354	37%	$5,679
Student loan aid	80%	$7,286	42%	$5,438
Federal student loans	80%	$6,751	41%	$5,154
other student loans	4%	$11,401	20%	$10,869

All Undergraduate Percent Receiving Aid

Full-time, etc. Undergraduate
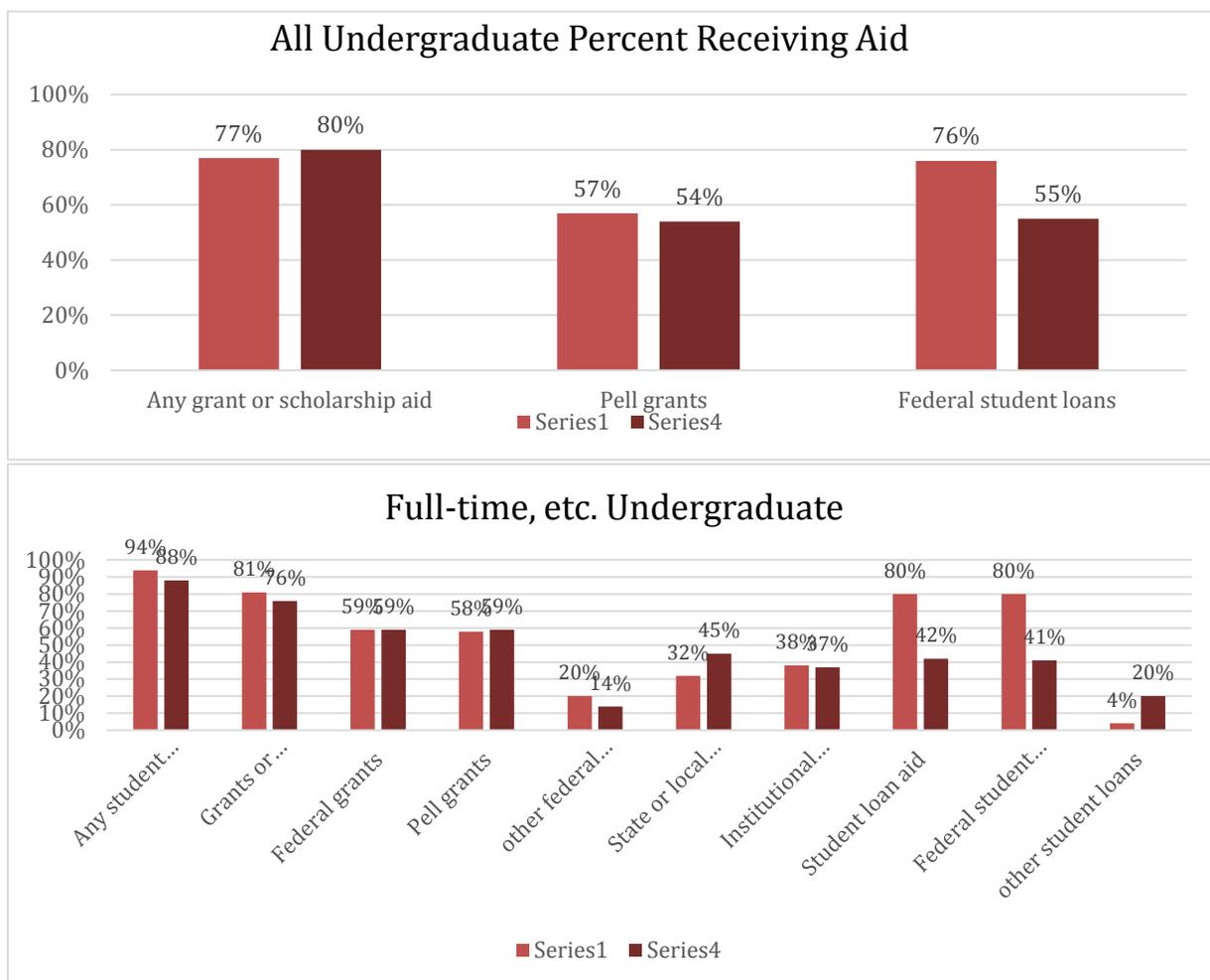
Figure 4.2: Undergraduate aid by type for HBCU A and HBCU B.

The table and figure above shows the dependency of the students on the federal

aid. The slightest change in federal policy, as occurred in 2010, requires students to ask

already under-resourced institutions for assistance or face the decision to drop out of

school. While financial aid is offered, many students still drop out because it is often not

enough aid to cover all of their needs. This study found that the landscape for Higher

Education and HBCUs is not projected to get better, especially if they continue to rely on the same government funding sources into the future (Cheslock and Gianneschi, 2008). HBCUs must start considering a different path, as stated by Charlotte, "We have to start thinking like the PWIs, and become more independent and able to eventually stand on our own. In order to do this, we must think differently and collaborate more with PWIs." Her sentiments were echoed by others. In particular, Shawn had a strong opinion about the state of HBCUs given their dependence on government sources,

> Look, the feds are only funding favorite programs now that are in line with the focus of the current administration. Many of our schools do not have the infrastructure to respond to these solicitations. But, I do not think we should try to respond to everything but find what is a good niche area for us. State funding for schools in a state system are declining and becoming even less equitable among the schools. We need to create revenue streams that will lead to cash reserves that will help our endowments to sustain our institutions regardless of where the wind blows from the feds or states.

The HBCUs studied were apprehensive but willing to explore charting a path to independence. One of the findings of this study is that this action cannot be done without embracing a new way of thinking - transformational thought. This finding will be discussed later in this chapter.

4.3 Finding 2.

> **Students need to be engaged in meaningful ways while in school to develop a**
>
> **mindset of the importance of supporting the University. (Theme B: Student**
>
> **Engagement - Builds Engaged Alumni.)**

Each of the participants had a lot to say about alumni, alumni participation, and

alumni giving. The general agreement was that the alumni have to be engaged while they

are students in order to become donors in the future. This finding affirms the empirical

research studies of Drezner (2008), Filardo (2003), Bowman (2010, Pumeratz (2005), and

Catapano (2005) as discussed in the Literature Review. Both HBCU A and HBCU B

have recently hired a young alumni manager to reach out to the current students as future

alumni and the young alumni. Each institution felt that they were late in discovering this

fact, and were playing catch up. Vicky stated, "We have seen more engagement from the

students as well as the young alumni since this position was created. My concern is the

momentum seems to be around the personality of the person in the position who will be

leaving soon. What will happen to the program when a new person has to start all over?"

The HBCU did not instill systems to institutionalize the program and therefore if the

"personality" leaves the job there is a good chance the new person will have to start over

in building relationships and programs. Janice stated, "We are really putting resources

behind outreaching to the young alumni, from supporting Homecoming events just for

their age group to supporting receptions/happy hours throughout the country to connect

with them usually when we can tie it to a game in their area." This approach required the expenditure of resources without a requirement for a monetary return on investment (ROI). The study found that engagement oftentimes took precedence over concern about the ROI.

When asked how successful each of them was in engaging the young alumni, on a scale of one (no engagement) to five (being very engaged), HBCU A was a two and the HBCU B was a one. There was considerable discussion about the time involved in outreaching to young alumni and students. Denise stated, "The development work to be done is huge. To turn your attention to cultivating students instead of writing a million-dollar grant – you can imagine which one gets done. The young alumni manager will help since this is their role, but they still need to be supervised and sometimes the time is just not there to provide it." Each of the participants was optimistic about the number being higher with time; however, they were not counting on significant donations from this group in the near future. Shawn mentioned, "We have to figure out a way to get them connected about something that they are passionate about, that they are excited about. You know it is not athletics anymore. It has to be something that transcends athletics – something they have an affinity for… After we discover that secret, I firmly believe the dollars will follow."

The study concluded that engagement of the young alumni is key to building a future alumni base that can be trained to give back as a natural occurrence.

Unfortunately, too many HBCUs do not prioritize the need to build this base and therefore continue to struggle to have a flow of revenue from the alumni from year to year. Unless the neglect of this group ends, the problem of generating resources from alumni will continue as future classes graduate and join the alumni ranks.

4.4 Finding 3

Instill alumni pride to spur a steady increase of alumni becoming donors. (Theme C: Turn Alumni into Donors.)

A strong alumni base leads to greater support for the school (Roy-Rasheed, 2012). The discussion around young alumni donations drew similar responses; however, alumni participation was viewed differently. One of the differences was in the staffing of the alumni offices at each campus. One of the HBCUs has 400% more staff devoted solely to alumni activities than the other participant. The result of the alumni staffing differences showed in the vast difference in the alumni participation numbers of each institution from 3-4% to over 15%. While one institution's participation rate has grown over the past five years, the other stated their rate was about the same over the same time period. Vicky stated,

> When you have a small staff, that makes it even more challenging to raise money, because of the amount of time that you could spend on developing relationships with those that can really make a transformational difference – you just do not

have the time spending most of it chasing and entertaining alumni. Administration

needs to commit to adequately staffing the Advancement office in order to cover

all bases.

Different strategies are used to engage the alumni to give. Each of the participant

HBCUs use personal recognition of alumni as a strategy to engage them. The institution

may recognize something significant the alumni are doing in the community, or their

volunteer hours with the University. Historically, Homecoming is a big deal on HBCU

campuses, as it is with the study participants. HBCU A sets aside a major part of their

limited budget to make sure Homecoming is a memorable occasion for the alumni.

Significant funds are expended to provide free entertainment and food receptions

throughout the weekend. The aim is to keep the alumni "happy" and to "have fun."

There is not a focus on fundraising during the weekend, except for the annual

Homecoming Gala. While it takes quite a bit of work, Janice states it has become the

must-attend event. Vicky stated that due to the amount of work at her institution, last

year they did not have a Gala and unfortunately, as a result, they had fewer donations for

the year and they lost touch with some of the University's "friends" (non alumni) that

would normally attend. They are planning to bring the event back this year even though

the profits were minimal.

As the research shows, alumni giving is low at most institutions, but particularly

at HBCUs (Mortenson, 2012). Janice stated, "We are not as concerned about the amount

that they give but that they give something to be counted." In that same vein Shawn,

expressed the same sentiment,

> As long as they give something it will be acceptable. It is important to let them
>
> know that every gift counts and how important it is to invest in their institution.
>
> They should get a friend to make a gift – like match their gift. They will say, not
>
> only did I make a gift but I went one step further and called someone and asked
>
> them if they would also make a gift. That would be powerful as a sort of
>
> fundraising pyramid.

This researcher agrees with this statement if the focus is on participation percentages and

not a goal to significantly increase revenue. Janice stated, "We have to instill the

importance of the alumni giving back and constantly giving back. So we have to keep

telling them stories about life at the University – to help them remember the good times.

So every issue of our online news we have something in it more than once about giving

back, and it has helped." The study participants cited minimum revenue from soliciting

through their publications. An assessment should be made on the ROI of the publications

to include expenditure of design work, printing, and mailing/distribution. This type of

assessment is not being done at HBCU A or B. The study has underscored the

importance of the assessment as they consider budget cuts and future budget planning.

The participants view the alumni participation rate, though, as being more

important than the size of the gift, because participation – not the amount - is a factor in

the U.S. News and World Report rankings, accounting for 5% of the ranking equation. While this has merit, as long as emphasis is not placed on the amount that the alumni give, HBCUs will not build a strong revenue stream for the institutions to support sustainability. One of the participant schools led an extensive on-line campaign for each alumnus to give one dollar to support the school. While this approach greatly assisted in growing their participation rate, the revenue contribution was minimal. Without strong alternative sources of revenue, in particular from the alumni, the institutions will be dependent on sources are tied to political decisions that may not weigh in their favor (Avery, 2009).

Both of the participant HBCUs perceived turning alumni into donors as a major problem due to their carrying past experiences as a student into their current relationship with the University. Justin stated, "The alumni can use any old excuse to not give to the institution just because – for example something happened 20 years ago in student accounts and they have never gotten over it." Alumni who do not support the institution because of a bad student experience is a common complaint, one that comes up often at HBCUs (Clay, 2012). This is a factor that hinders giving from this important constituency group. Strategies need to be developed to sell the Alumni on the value of supporting their school in order for it to have the resources to grow. Janice stated, "We understand the only way to turn this opinion around is to not give them another reason today. I tell my staff to be responsive to the alumni and answer every call."

When asked what percentage of the private funds raised comes from Alumni, the Directors of Alumni Relations did not know the answer; however the Directors of Development just stated it was low. Tracking alumni giving was not a responsibility of the alumni offices. The alumni office's focus was on engagement. This provides an opportunity to add this to the role of the alumni offices, since they are on the frontline with the alumni and thus can better encourage gifts/donations than others.

One of the interesting findings was the perception of one respondent who asserted that Alumni give at an increasing pace because of a new sense of pride in the institution. This pride is displayed primarily at Homecoming and sports events. Justin mentioned,

> We have a lot of good things going on here at the University, we need to tell that story better, and let people know of the good things that's happening here so that the alums can feel pride. I think we just need to get the pride back in our alumni of the school they graduated from. I think that getting the pride back, that they will then start feeling like they want to see the university to grow and continue to prosper.

One hundred percent of the respondents stated it is important to have a strong relationship with the alumni association. Of the participants, one had a very good relationship with the alumni association and the other did not. The impact of not having a good relationship was seen in lack of cooperative fundraising efforts. Justin stated,

"Our alumni association is a separate 501c (3) organization so they operate autonomous to the University. This causes problems in planning for fundraising events and confuses the alumni on which entity they should support."

By contrast Janice stated that working with the alumni association is a pleasure because they work in partnership with the alumni office. This promotes joint planning of all alumni activities and, as a result, the alumni participation rate is steadily increasing. Charlotte mentioned that she was the president of their alumni association before serving in her current role. As a result, she was able to meet alumni around the country and gain their support over the years. All of the respondents agreed that low contributions limited funds to support scholarships, and other needs of the University. The very nature of associations implies authority over something.

4.5 Finding 4:

Institutions must promote the strengths of faculty, students, and alumni to be perceived as good investments to the private sector. (Theme D: Promote Thyself: Toot Your Own Horn.)

One of the most consistent statements from the respondents was that HBCUs need to promote themselves and tell their story. The comments centered around the problem of others often telling the HBCU story from their lens and when no one can tell it like the HBCUs. Interestingly enough, a common phrase from both HBCU A and HBCU B

respondents was "toot your own horn." Vicky stated, "We have not done a really good job in showcasing our achievements as much. Again, it is a problem in not having the resources for the nice publications, and marketing materials. We are trying to use social media more to get the word out about our value to the broader community." Shawn mentioned, "In order to get the attention of the private sector we need to promote our great students and faculty. We need to toot our own horn. We have world class faculty who want to benefit the students but also share their expertise with the greater community. We need to let the public know that we are here." Denise stated, "In order for corporations to have confidence that HBCUs have value we need to show the value that we can add in addition to impact their workforce development." Further discussion centered around the challenge of gaining access to the right person within corporations that have the authority to consider and award grants to the institution. In both cases the HBCUs found that their institutional value is not known, and that is why they struggle to get in front of the decision makers. The finding here was that while resources are tight at most institutions, there has to be a strategy to promote the institution in the most effective way that will get noticed by decision makers. That is the only way the private sector will start supporting the institutions – when they see value.

In response to the question, how do you think HBCUs can be more attractive to the private sector, a common response in both cases was that donors have multiple choices where they should invest. "They are going to invest in organizations that have

the capacity to stay in business for a long time and to prove that they are worthy of their support, in terms of the quality of the programs that they deliver. They look at the known successes that the HBCU has rather than the needs of the students," replied Janice. This continues to support the need to promote the strengths of the institutions in programming, faculty contributions, and student success. Again, if the public does not know about it, then how do we expect them to invest in it.

Each participant cited the need for a Corporation and Foundation Relations person (CFR) to have a focus on cultivating this constituency group. HBCU A has had this position on board for over a year; however, HBCU B recently obtained approval and just hired someone in the position with support of the president. As a result of hiring a person in this position, each participant has realized an increase in grants from the private sector (corporations, foundations and philanthropists). The increase has not been anything significant or transformational as yet; however, with a person whose main responsibility is to cultivate this group, they expect to reap increased revenue. Vicky mentioned that she believes the economy is the reason that corporations have not given to her HBCU.

> I think they held the funds back because they did not have the return on investment that they needed to distribute the funds. The economy hit corporations over a long period of time. Now that things are getting better, and we have a CFR person to cultivate them, we feel this will be the key to increase our revenues. This is the same situation with foundations.

If this assertion holds true, other HBCUs can learn from this model and strive to obtain a

CFR on their staffs to focus on this constituency group. The corporate and foundation

sector can be a strong source of revenue for HBCUs. Lee & Keys (2014) support this

premise by reporting that HBCUs must find other major donors (corporations,

foundations and wealthy individuals/philanthropists) who are willing to make significant

contributions to enhance institutional resources. HBCUs must position themselves as

good investments.

In addition to the CFR position, HBCU B expressed that they recently obtained

funding from the state which will be used to hire a stewardship or donor relations

position. Vicky stated,

> We do not want people falling through the cracks by not counting them when we
>
> need to do so and not giving them information that they need in a timely manner.
>
> Those are just key tasks that we need to always be able to deliver. Without a
>
> person dedicated to building relations, these things just will not get done which
>
> will impact revenue coming in.

HBCU A cross trains staff to support the donor relations functions. In order to sustain

the donors that they have, each participant had different but similar strategies. A

common concept was that retaining and cultivating the current donors was key to

increase and sustain revenue. Another idea was that current donors can be

"ambassadors" of the institutions to tell their story on why they give to the institution.

Janice stated that alumni are often asked to accompany staff to meet with prospective

donors, individual philanthropists, corporations, and foundations. A prominent alumnus

who is an executive in a corporation is the best representative to promote or "toot the

horn" on behalf of their alma mater to obtain grants, internships, or joint research

opportunities depending on the situation. One strategy that Charlotte mentioned was to

keep the HBCU in the public eye, in particular in social media, so that corporations that

are seeking certain expertise can find them. She mentioned how a major corporate donor

sought them out to provide a workforce development service and now a representative of

the corporation sits on their Board of Trustees.

4.6 Finding 5:

     Leadership must be supportive of the institution in being donors and in

revenue generation. (Theme E: Leadership Engagement: Builds Support.)

The HBCU Board of Trustees not only governs the institution, but they must be

engaged beyond governance. One respondent (Vicky) mentioned that in the past their

Board of Trustees was not required to assist in raising funds. With a small staff they just

cannot reach the markets that are necessary to bring in the funds that the institution needs.

Each of the HBCUs underscored the need for Board engagement and support in

fundraising, by using their influence to open doors that are closed to them. By virtue of

being on the Board they were viewed as community leaders and of some prominence to

be appointed. It was best said by Justin that the goal should be to cultivate the board members so that the HBCU is their number one charity while realizing this will take some work.

When asked about faculty and staff supporting the institution each admitted that there was very little incentive to support the institution. Charlotte mentioned, "We are more concerned about getting 100% from our Board of Trustees than from the faculty and staff." Janice states, "The faculty and staff have gone through a lot over the past few years so we do not ask them." This sentiment was echoed by Justin as being the case at his HBCU. Denise stated "I don't really beat people up about it. When it comes to staff because people have issues and they're upset about never receiving a raise this that and the other. And I do not want to make people feel bad." While this concern was echoed over and over again by both institutions, it may shed light on a contributing factor that the HBCU leadership must consider the impact of budget constraints on the morale of faculty and staff. One participant mentioned a happy faculty makes for happy students.

The study found that support from all stakeholders in and out of the institution should be of great concern to the HBCU, because it is not uncommon for a corporation, foundation or philanthropist to ask about the support being provided from the Board, staff and alumni, in particular, as a gauge for their support of the institution. If your "own" will not support you, one can say why should they (private sector)?

The role of the president was viewed as being very to extremely important in fundraising. The respondents stated one hundred percent that the president's role was to raise money. They had different opinions on the best way to do it. Shawn and Charlotte had the most to say about the role of the president, probably because each of them serve on the president's cabinet as Vice President of Institutional Advancement. They are on the front-line with the president. Shawn stated,

> I think the role of the president ought to be the CEO. As the president, I would spend my time trying to find the best team possible understanding what are the challenges of my institution and who are the people who can most affect the kind of change and transformational change that are necessary to keep my institution moving forward. The president's role is to oversee that operation and to make sure that each person is as effective and as efficient as they possibly can be, doing, giving them the resources and then empowering them to do the things they need to do to keep their operations moving. For a president to get down to the weeds and the bushes, trying to do everything is not efficient. …The president ought to be about being the marketing spokesperson for the enterprise, and going out and bringing in more opportunities for the enterprise to continue to be sustainable for fundraising and friend raising.

Vicky stated,

It is very important that our HBCU presidents are active in the community. There is always the thought whether we like it or not, there is always that "oh, it's that black school over there." And unless the president takes an active role in the community and sort of breaks down that barrier, you're not going to get the support that you need. So, I think HBCU presidents get it now. It is not a matter of networking with the black caucus or with their peer institutions. It's really networking with the greater community and being a part of the solution in the community that you live and in the region that you live in. Making a difference for the economy of your region, for the education of your region. Being a player, a key player. Not sort of hiding the way we had in the past. If the president is part of the community, then they would be engaged with the institution because it becomes a win-win and yes one can say we have a need for resources from you to support things that are going to benefit you (the community).

Charlotte commented,

The role of the president is very, very important in fundraising. I was realizing that my president has gotten very good at talking about our value proposition, our history, etc. You know, what our graduates are doing, our programs, so he is excellent. We met last night with a corporate CEO who we are working on something there to get funding, and I was just listening to him. I thought "He is doing a good job."

In order to raise funds from the private sector, the participants were in unison that the president must be involved and out front in representing the University to sell its value and potential (Williams, 2010). It was clear from the interviews and other collected materials such as the strategic plans that the president needs to work very closely with the Advancement staff to provide his or her vision and support in what some would say is a very undesirable task – asking people for money (Abelman & Dalessandro, 2009).

Without the president's leadership, the study concludes that it would be very difficult for the University to raise any significant funds to sustain the University and, without a doubt, the president's presence is required to raise any transformative gift from the private sector. The private sector needs to know from the leader's perspective that their donation is appreciated and is of value to the University (Lee & Keys, 2014).

4.7 Finding 6:

HBCUs must move from traditional business models to transformative models. (Theme F: Transform to Survive and Thrive.)

When asked what are the major challenges facing HBCUs today several responses supported one theme – transformation is necessary to survive and thrive. One hundred percent of the participants felt that in order for HBCUs to survive for the next generations, they must be transformed and do business in a different way (Lee & Keys, 2014; Hardee, 2013; Mortenson, 2012; Abelman & Dalessandro, 2009). Charlotte stated,

"We cannot continue to operate in the same box, we have to think out of the box in order to sustain our institutions in the future." Shawn stated, "I think we are too busy trying to replicate the traditional higher education model. And we're not going to survive, in my opinion, quite honestly in doing that model. We can no longer be all things to all people." The research supports this assertion, especially in light of the historical funding changes and the mode Higher Education finds itself in as an industry and, in particular, for HBCUs as demonstrated in this study. There was significant discussion regarding the need to have a strategic plan that will truly plan for the type of institution they should be in the future. The researcher was surprised by the focus on this topic. From combining colleges to mergers to outsourcing, the consensus was that time should be devoted to taking a real deep dive into what is working and what is not in the institution and then how are resources that are raised being allocated appropriately for long term sustainability. Several empirical studies, presented in the Chapter II: Literature Review, support these statements that HBCUs must transform – but the type of transformation is still up for debate.

While the responses shared commonalities, such as the HBCUs being under resourced, the way the institutions operate is different. Exploring these differences could uncover useful information. Sixty percent of the respondents felt that there is a need to learn from each other and to share best practices. Each cited the problem of distrust among HBCUs which has historically kept this from happening in the past. One

participant felt that their HBCU was premier and did not need to learn from HBCUs but from PWIs.

What was agreed upon is that funding streams are not what they used to be and qualifying for grant awards from all sources is more stringent. Collaboration in consortiums was cited by both institutions as being the way of the future to obtain funding. The study surmised that if these HBCUs can demonstrate a business model that is cost efficient and forward thinking there is an increased possibility of a transformational gift from the "right" entity or person. If these things cannot be demonstrated, the study HBCUs and the rest of the HBCU schools will continue with the same old business model of dependence on government funding, inadequate alumni giving and minimal private sector support. This is a model that is destined to lead to obsolescence in the future (Lee & Keys, 2014).

4.7 Results of the document review

Each participant provided adequate materials for review that were triangulated against the research questions. Clear distinctions were deduced from the materials of each school. The larger HBCU had more successes to promote, and projected a stronger message and appeared more forward thinking than the school with less resources. Each school presented its president as having a vision that will lead the school in the right direction. Each school had a current mission statement, vision statement and a detailed

strategic plan, although one school was within two years of their plan being completed, while the other had an additional five years in the current strategic plan. Only one of the schools had print materials specifically targeting corporations and foundations. All of the schools had materials focused on updating the alumni on student progress. Neither HBCU has assessed the effectiveness of these materials in securing major gifts. The documents collected were presented in Chapter III: Methodology, Table: 3.4.

Due to budget cuts both schools were cutting back on producing large volumes of print materials and, interestingly enough, both had reduced the distribution cycle to only twice per year to all alumni. Each one cited that the older alumni will always want print materials instead of receiving it on-line. Only one felt that sending print materials has increased donations from alumni. This is an area for future research to determine if this is the case, which will impact other institutions considering the benefit of this expensive outreach method.

4.8 Summary

The findings of this study extend existing literature in a number of ways (Klenke, 2008). As presented in the Literature Review, several authors espouse the need for HBCUs to consider alternative sources of revenue in order to sustain their institutions. However, this study explores current thinking from practitioners in the field on the challenges they face in generating revenue from government, alumni and the private

sector and some of the strategies they are using to achieve it. It was interesting to

identify the similarities and the differences among the case study schools and the

differences. These findings will be enlightening to other HBCUs seeking to generate

revenue and plan for the future sustainability of their institutions. Chapter V will discuss

the conclusions of this multi-case study.

CHAPTER V: CONCLUSIONS AND FUTURE RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of this qualitative multi-case study which explored government funding, alumni giving, and private fundraising's impact on resource generation at public, mid-Atlantic region, Historically Black Colleges and Universities (HBCUs). The summary provides an overview of the problem, its significance, a literature review, the data collection methodology, the research design and the major findings. The chapter also provides a discussion of the study's implications, recommendations for further research, and important conclusions drawn from the research findings.

5.2 Summary of the Study

The problem of fluctuating government funding at the federal and state levels, lack of alumni funding and indecisive private sector support of HBCUs has been documented in different ways in the literature. This study actually expanded on the literature and captured practitioners' views on resource generation at HBCUs. Selecting personnel in the same position at each HBCU provided great opportunities for

comparison in the cro1ss case analysis.   As a certified fundraiser and a Vice President

of Institutional Advancement at an HBCU, I have adequate experience to interpret the

findings of this research and to determine whether it extends and adds to the existing

literature on this topic. I will be presenting this study at the 5th annual HBCU

Philanthropy Symposium in the summer of 2016. This event draws HBCUs from around

the country to share best practices and learn from each other. This study will be

presented in a general session for all to learn of the findings and benefit from its insight.

Researching the literature on the collective impact of the study factors on resource

generation reflected the lack of understanding of the revenue generating environment at

an HBCU as opposed to a PWI. The research topic is of interest due to a deep concern

that a national strategy for resource generation must be launched, utilizing current data

from stakeholders representing government, HBCU alumni, and the private sector and

their role in planning for a viable future for HBCUs. The important job of HBCUs is not

done simply because segregation has ended. This study reaffirms the importance and

value of these institutions today in their contributions to society by producing an

educated workforce with an opportunity to change the future of their families and

communities in which they live and work.

This study's findings are significant because they clearly show the challenges

institutions face in the subject areas and offers strategies to overcome them. It explores

how two HBCUs are addressing these challenges in generating revenue for current and

long-term sustainability of these historically under-resourced institutions. This

information expands the literature and fills an important gap.

5.3 Discussion

This study adds to the body of knowledge regarding the impact of government

funding, alumni giving, and private sector fundraising on resource generation at HBCUs.

The major findings deserve repeating here to lead this discussion section:

Finding 1. The public HBCUs' budgets reflect well over 50% dependence on government

sources, and thus creates an unsustainable base of operations given the funding trends. (Theme

A: Transition from Dependence on to Independence from Government Funding.)

Finding 2. Students need to be engaged in meaningful ways while in school to develop a

mindset of the importance of supporting the University. (Theme B: Student Engagement -

Builds Engaged Alumni.)

Finding 3. Instill alumni pride to spur a steady increase of alumni becoming donors. (Theme

C: Turn Alumni into Donors.)

Finding 4: Institutions must promote the strengths of faculty, students, and alumni to be

perceived as good investments to the private sector. (Theme D: Promote Thyself: Toot Your

Own Horn.)

Findings 5: Leadership must be supportive of the institution in being donors and in resource

generation. (Theme E: Leadership Engagement: Builds Support.)

Finding 6: HBCUs must move from traditional business models to transformative models. (Theme F: Transform to Survive and Thrive.)

The importance of this research cannot be underscored. With barely 100 HBCUs remaining today, and with many of them struggling to keep the doors open, more research must be done to discover best practices in sustainability– but more importantly, alumni of these institutions must stand up and help to sustain them. The statistics are clear and well-cited of the number of doctors, lawyers, engineers, members of Congress, CEOs, and professors that owe an HBCU for their education. But, the looming question is how many of these same individuals support these historic institutions – their alma mater?

When one studies the history of HBCUs, as presented in this study, it is a tragedy that so many of them are in desperate need of support. There is not a week that goes by that another HBCU is reported as being faced with some type of sanction or the possibility of closing its doors. The two HBCUs of this study are not in that situation; however as the study shows they too are considering the impact of not taking a proactive approach to sustaining their future.

As an African-American woman and a proud product of an HBCU education, I feel very strongly that our ancestors' legacy must be remembered, to honor those that put their lives on the line to open these schools to educate African Americans during a time

when it was not popular and dangerous. It is the duty of the current generations to stand in their place and continue the legacy of educating students, especially African-American students, in the nurturing environment of an HBCU.

5.4 RQ. 1. How does government funding impact resource generation?

Finding 1. The public HBCUs' budgets reflect well over 50% dependence on government sources, and thus creates an unsustainable base of operations given the funding trends. (Theme A: Transition from Dependence on to Independence from Government Funding.)

The current research (Clay, 2012; Lees & Keys, 2014; Mortenson, 2012; Cheslock, 2011) that is tracking the fluctuations in government funding clearly shows that it is in the best interest of HBCUs to set a plan for future independence from government funding. There is much concern in the HBCU environment regarding this issue. One of the most interesting research studies that supports the urgency for HBCUs to move away from dependence on government funding is Mortenson's 2012 study that espouses "States are trending to zero funding, and by 2050 most states will not be funding public institutions." (p. 2) If that is not a wake-up call, I really do not know why not. Of course, this does not mean that the HBCUs will not receive any government support, it simply means that the level of dependence that currently exists, demonstrated by the two HBCUs in this study, needs to be much less than it is today and certainly

should not account for the majority of their budgets. HBCUs must reposition

themselves so that they will not have to shut down operations when and if government

funding declines. HBCUs must follow the trends and be agile enough to adjust to

funding changes so that they will not impact operations due to low cash reserves and a

lack of alternative flow of revenue. Shawn had a strong opinion about the state of

HBCUs given their dependence on government sources,

> Look, the feds are only funding favorite programs now that are in line with the
>
> focus of the current administration. Many of our schools do not have the
>
> infrastructure to respond to these solicitations. But, I do not think we should try
>
> to respond to everything but find what is a good niche area for us. State funding
>
> for schools in a state system are declining and becoming even less equitable
>
> among the schools. We need to create revenue streams that will lead to cash
>
> reserves that will help our endowments to sustain our institutions regardless of
>
> where the wind blows from the feds or states.

HBCUs must prepare themselves to survive with less from those sources. The

HBCUs in this study are apprehensive about the future of government support. The

respondents, though, are willing to have the conversation with their administrations on

charting a path to independence. One of the major challenges found as part of this study

was in identifying partners to help them along the way to achieve the goal. Obtaining

partners that complement the strengths of the HBCU will make solicitation from a

funding source stronger. In addition, partners may bring additional financial support

to build capacity to perform the project. Finally, partners may have an existing

relationship with funding sources that will allow an additional HBCU to be considered

for a project for which they would not qualify if they go alone.

5.5 RQ. 2. How does alumni giving impact resource generation?

Finding 2. Students need to be engaged in meaningful ways while in school to

develop a mindset of the importance of supporting the University. (Theme B:

Student Engagement - Builds Engaged Alumni.)

Finding 3. Instill alumni pride to spur a steady increase of alumni becoming donors.

(Theme C: Turn Alumni into Donors.)

The engagement of students in as many aspects of the University as possible, is

critical for them to have comprehensive student experiences. The student body should be

kept informed of the successes and challenges of the University in order for them to feel

that since of pride and ownership of "their" University. This strategy will facilitate the

student's desire to help support the University in time of need – because it is their

University. This type of thinking will develop a donor mindset while they are students

and into their alumni status.   HBCUs have thousands of alumni all around the world.

The closing of HBCUs should be a wake-up call to alumni to support their alma maters.

Support does not mean just attending Homecoming or a sporting event, but financially

supporting the schools in a manner that will have a genuine impact. It is true that most students enter HBCUs as first-generation students, as the first in their family to attend college. This fact has been translated by some to mean that therefore their families do not have the generational wealth to contribute, or that they are so busy paying off student loans, starting families, and/or buying homes that they just do not have the funds to support the schools. While this may be true in general, at some point alumni must realize it is their responsibility to assist. Justin stated, "The alumni can use any old excuse to not give to the institution just because – for example something happened 20 years ago in student accounts and they have never gotten over it." Janice stated, "We have to instill the importance of the alumni giving back and constantly giving back."

The bottom line is that alumni must be donors and consecutive donors. HBCUs must think beyond the ranking on the U.S. News and World Report (USNWR) focusing only on the percentage of alumni who contribute. Keeping the focus on the USNWR's participation rating does nothing for long-term support of the school and can be detrimental. While concern about the ranking percentage is understandable, until the emphasis is shifted to the amount that the alumni give, HBCUs will not be able to build strong revenue streams into the institutions to support their sustainability. Alumni financial support can create a continuous flow of revenue starting with current use support but advancing all the way through to planned gifts and bequests. Furthermore, it does not change mindsets about giving when the main appeals to the alumni are "one

dollar" campaigns. This is a factor that hinders substantial giving from this important constituency group.

Strategies need to be developed to sell the alumni on the value of supporting their school in order for them to have the resources to grow. HBCUs should promote pride among their alumni and emphasize the need to save the heritage and legacy of the HBCU institutions, which are the foundational institutions for African-American professionals historically and remain so today. This assertion is supported by Justin's statement, "I think we just need to get the pride back in our alumni of the school they graduated from. I think that getting the pride back, that they will then start feeling like they want to see the university to grow and continue to prosper."

Finally, HBCUs should prioritize resources to support initiatives to engage students while in school and, as a result, cultivate future alumni donors. The research is extensive on this subject, not just for HBCUs. Making student engagement and "giving back" a norm built into the student life experience is essential for future and continuing support.

5.6 RQ. 3. How does private fundraising impact resource generation?
Finding 4: Institutions must promote the strengths of faculty, students, and alumni to be perceived as good investments to the private sector. (Theme D: Promote Thyself: Toot Your Own Horn.)

The hardest group for HBCUs to reach is the private sector. This constituency group has no reason, other than philanthropic motives, to support the institution. They are not mandated by federal or state law, and probably are not alumni of the HBCU. This particular challenge provides an opportunity for the HBCUs to know "thy self," to carefully assess what makes them appealing to the private sector as a good investment. HBCUs must understand their value-add to corporations, foundations and philanthropists. Why are they a good investment? How are they improving long-term inequities and helping to mitigate societal ills?

The study participants had varying levels of success with the private sector. Each of them hired a corporation and foundation relations officer and a donor relations officer to cultivate this constituency group. Denise stated, "In order for corporations to have confidence that HBCUs have value we need to show the value that we can add in addition to impact their workforce development."   The key will be in presenting the HBCU's strengths in line with the goals and funding interests of the corporation, foundation or philanthropists. One strategy that Charlotte mentioned was to keep the HBCU in the public eye, in particular in social media, so that corporations that are seeking certain expertise can find them.   In addition, the HBCU must relay confidence that the institution's infrastructure can sustain the donor's gift intent, and ensure a quality and impactful service or product. Also, this approach applies to seeking much needed scholarship assistance. The HBCUs must provide an education that is in line with

industry standards and societal needs. The request should not be just asking for funds to keep "low income" students in school. As stated by one of the respondents (Vicky) in the study, "We have to improve our educational offerings to produce a better product in order to continue getting funding from private industry."

5.7 Finding 5: Leadership must be supportive of the institution in being donors and in resource generation. (Theme E: Leadership Engagement: Builds Support.)

The study found that in order to create a comprehensive approach to cultivating the private sector the president of the institution must be actively involved and take the lead in major fundraising within this sector. The participants were in unison that the president must be involved and out front in representing the University to sell its value and potential (Williams, 2010). Shawn said it best, "the president ought to be about being the marketing spokesperson for the enterprise, and going out and bringing in more opportunities for the enterprise to continue to be sustainable for fundraising and friend raising." The president's vision – supported by the Board of Trustees, faculty and staff - for the institution is critical to how it is perceived by the private sector. For transformational gifts, it starts with the president selling the value of the institution and being able to demonstrate its successes in the quality of its students, faculty, administration, and support from alumni and the Board of Trustees.

It is not uncommon for a corporation, foundation or philanthropist to ask about the support being provided from the Board, staff, and alumni as a gauge of their support for the institution. If your "own" will not support you, one can say why should they, the private sector? Charlotte mentioned, "We are more concerned about getting 100% from our Board of Trustees than from the faculty and staff." HBCU leadership must consider the impact of budget constraints on the morale of faculty and staff. One participant mentioned a happy faculty makes for happy students.

The focus should be on obtaining support from all stakeholders, especially these groups. This is a fact that HBCUs must address in order to demonstrate strong support from within to accomplish a donor's gift intent. With all of these things in place, resources will be generated and the institution will be able to grow and thrive.

5.8 Finding 6: HBCUs must move from traditional business models to transformative models. (Theme F: Transform to Survive and Thrive.)

It is time for the administrators of these great institutions to realize that the same old ways of doing business will not sustain the institutions for generations to come. Shawn stated, "I think we are too busy trying to replicate the traditional higher education model. And we're not going to survive, in my opinion, quite honestly in doing that model. We can no longer be all things to all people." The culture must evolve into one of constant innovation and creativity coming from all segments of the institution.

Every level of the institution should be invited to contribute strategies to the path forward. Having the buy-in of the entire community will facilitate success in implementing the changes that are bound to ensue as part of transforming the institution. Transformation should not be perceived as a threatening word or one that speaks to inadequacy on anyone's part. Transformation should be embraced and involve all stakeholders in and outside of the HBCU and, ultimately, in the state/region in which it resides. The study HBCUs were in sync on this issue. Charlotte stated, "We cannot continue to operate in the same box, we have to think out of the box in order to sustain our institutions in the future."

The distrust issues among HBCUs that often comes up in research and in general conversation does not help to change public opinion and to find ways to move our institutions forward. HBCUs that are setting the bar high with their transformation practices should be applauded and emulated. True leaders will see beyond themselves and think of what is best for their institution by embracing successful models of others.

First, these leaders and stakeholders must undertake a detailed assessment of their internal operations with nothing being left off the table for review. The HBCU should ask questions like: What are we doing? How do we operate? Why do we do it this way? Is it efficient? For those areas that are not efficient, what are we going to do about it? What resources will be allocated to make the necessary changes? What new partnerships do we need to establish to provide services and to generate revenue? What things should

we stop doing? For example, HBCUs can seek shared course offerings among other

HBCUs and PWIs. Sharing of facilities is another area that should be considered as a

cost saver and a way to assist each institution in their service offerings. STEM programs

could benefit from this type of shared facility concept. Legacy programs that drain

institutional resources should be closely examined for their place in a cost-efficient

business model. Once these type of changes are made then a new foundation should be

developed to sustain the institutions and support their growth and independence.

Society has benefited enormously from the existence of HBCUs, therefore society

should embrace assisting the HBCUs to transform themselves in order to set their own

path to be able to continue benefitting society. HBCUs need to do a better job of "tooting

their own horn" but better yet, selling the value of the institutions and constantly

reminding the world of their value. But, HBCUs must also do their part in examining the

strategies they are using to generate resources from the government, alumni and private

sector.

5.9 Suggestions for Future Research

As a result of the study, several suggestions for future research emerge. Research

should continue on the ever-changing landscape of Higher Education, with a special

focus on the significance, value and sustainability of Historically Black Colleges and

Universities. In order for the United States to regain its place, as in 1990, of being first in

the world in four-year degree attainment, HBCUs play a a critical role in the success

of African Americans' degree attainment. The study should expand to include all

HBCUs, not just those in the mid-Atlantic region, and should include private HBCUs as

well as public institutions. Different funding opportunities are available to one group and

not to the other, and such an assessment of the majority of HBCUs may unveil additional

elements that impact HBCUs' resource generation. A study should also be done of the

readiness of HBCU presidents to fundraise with particular attention paid to their

perceptions of their role in fundraising. The president's perception of their role is key to

the mission and vision of the institution being realized. Resources are needed to sustain

the institution and thus the president must decide on the role he/she will play in obtaining

them. This additional research could provide a more comprehensive assessment of the

challenges that all HBCUs face and help them effectively weather the changing landscape

of resource generation as institutions of higher education.

5.10 Conclusions

This study will be of benefit to all HBCUs, whether public or private, in

undertaking a fresh look at areas to consider in planning the future of their institutions.

Despite the struggle in dealing with the day-to-day operations -- students in need of

financial and emotional support, under-resourced and unfunded infrastructure needs --

there is a bright light. This will come from recasting the mindset and seeking out a new

way to look at the issues. At the core of it is thinking from a transformational point of view. Society tends to view all HBCUs with a broad brush of being "less than" and "not good investments." While there are several HBCUs that stand out and dispel this opinion, unfortunately the vast majority of the rest need an infusion of financial support in order to welcome in the next century and, sadly for some, the next decade. HBCUs must decide today to make the decision to set out on a new path, a path to stability, sustainability and independence. This can happen by learning from yesterday and today, and by collaborating with forward-thinking faculty, staff, students, alumni and stakeholders to say a resounding no to failure and closure; and yes to planning for graduates of the next century.

This transformation will not be an easy exercise. However, ongoing efforts to patch existing operations are not easy or effective either. It will first take a willingness to change old paradigms and a determination to do whatever is necessary to get it done. It will take resources, but showing value will rally those that believe a community – where they live or operate a business – will rise or fall in the same tide of prosperity or blight.

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Appendix A

Excerpt from Appendix A: Executive Order 13532 of February 26, 2010

Promoting Excellence, Innovation, and Sustainability at Historically Black Colleges and Universities

By the authority vested in me as President by the Constitution and the laws of the United States of America, in order to advance the development of the Nation's full human potential and to advance equal opportunity in higher education, strengthen the capacity of historically black colleges and universities to provide the highest quality education, increase opportunities for these institutions to participate in and benefit from Federal programs, and ensure that our Nation has the highest proportion of college graduates in the world by the year 2020, it is hereby ordered as follows:

Section 1. Policy

Historically black colleges and universities (HBCUs) have made historic and ongoing contributions to the general welfare and prosperity of our country. Established by visionary leaders, America's HBCUs, for over 150 years, have produced many of the Nation's leaders in business, government, academia, and the military and have provided generations of American men and women with hope and educational opportunity. The Nation's 105 HBCUs are located in 20 States, the District of Columbia, and the U.S. Virgin Islands and serve more than 300,000 undergraduate and graduate students. These institutions continue to be important engines of economic growth and community service, and they are proven ladders of intergenerational advancement for men and women of all ethnic, racial, and economic backgrounds, especially African Americans. These institutions also produce a high number of baccalaureate recipients who go on to assume leadership and service roles in their communities and who successfully complete graduate and professional degree programs.

Section 2. White House Initiative on HBCUs (a) Establishment. There is established the White House Initiative on Historically Black Colleges and Universities (Initiative), to be housed in the Department of Education (Department).

 (b) Mission and Functions. The Initiative shall work with executive departments, agencies, and offices, the private sector, educational associations, philanthropic organizations, and other partners to increase the capacity of HBCUs to provide the highest-quality education to a greater number of students, and to take advantage of these institutions' capabilities in serving the Nation's needs through five core tasks:

1.   Strengthening the capacity of HBCUs to participate in Federal programs;

2.   Fostering enduring private-sector initiatives and public-private partnerships while promoting specific areas and centers of academic research and programmatic excellence throughout all   HBCUs;

3.   Improving the availability, dissemination, and quality of information concerning HBCUs to inform public policy and practice;

4.   Sharing administrative and programmatic practices within the HBCU community for the benefit of   all; and

5.   Exploring new ways of improving the relationship between the Federal Government and HBCUs…end of excerpt"

Appendix B

Executive Order 12232 - Historically Black Colleges and Universities
August 8, 198

By the authority vested in me as President by the Constitution of the United States of America, and in order to overcome the effects of discriminatory treatment and to strengthen and expand the capacity of historically Black colleges and universities to provide quality education, it is hereby ordered as follows:

1-101. The Secretary of Education shall implement a Federal initiative designed to achieve a significant increase in the participation by historically Black colleges and universities in Federally sponsored programs. This initiative shall seek to identify, reduce, and eliminate barriers, which may have unfairly resulted in reduced participation in, and reduced benefits from, federally sponsored programs.

1-102. The Secretary of Education shall, in consultation with the Director of the Office of Management and Budget and the heads of the other Executive agencies, establish annual goals for each agency. The purpose of these goals shall be to increase the ability of historically Black colleges and universities to participate in Federally sponsored programs.

1-103. Executive agencies shall review their programs to determine the extent to which historically Black colleges and universities are unfairly precluded from participation in federally sponsored programs.

1-104. Executive agencies shall identify the statutory authorities under which they can provide relief from specific inequities and disadvantages identified and documented in the agency programs.

1-105. Each Executive agency shall review its current programs and practices and initiate new efforts to increase the participation of historically Black colleges and universities in the programs of the agency. Particular attention should be given to identifying and eliminating unintended regulatory barriers. Procedural barriers, including those which result in such colleges and universities not receiving notice of the availability of Federally sponsored programs, should also be eliminated.

1-106. The head of each Executive agency shall designate an immediate subordinate who will be responsible for implementing the agency responsibilities set forth in this Order. In each Executive agency there shall be an agency liaison to the Secretary of Education for implementing this Order.

1-107. (a) The Secretary of Education shall ensure that an immediate subordinate is responsible for implementing the provisions of this Order.
(b) The Secretary shall ensure that each President of a historically Black college or university is given the opportunity to comment on the implementation of the initiative established by this Order.

1-108. The Secretary of Education shall submit an annual report to the President. The report shall include the levels of participation by historically Black colleges and universities in the programs of each Executive agency. The report will also include any appropriate recommendations for improving the Federal response directed by this Order. President Jimmy Carter, The White House, August 8, 1980."

Accessed at http://www.presidency.ucsb.edu/ws/?pid=44892

Appendix C: Informed Consent Form

Principal Investigator: Vita Pickrum

Title of Project: An Exploration of Government Funding, Alumni Giving, and Private Fundraising Impact on Resource Generation at Historically Black Colleges and Universities: A Multiple Case Study

The purpose of this dissertation research study is to explore government funding, alumni giving, and private fundraising impact on resource generation at Historically Black Colleges and Universities. This study will benefit all institutions of higher education by filling a gap in the literature on the impact of not having adequate resources to support operations, as a result of inadequate funding from government sources, alumni and private donors. Universities cannot rely on tuition to fund operations and to support institutional growth. This study will provide empirical research on the approach the study participants are using to address the overarching issues. Two HBCUs will be selected to participate in this multi-case study. The two institutions will be selected based on three main factors (a) the institutions must be in different states or different counties within the same state, which provides a different perspective and climate of alternative fundraising support; (b) the institutions must have a current president who has been in leadership for at least three years, which provides a sense of institutional leadership stability; (c) the institutions must have a separate foundation, which demonstrates a university fundraising structure in line with best practices. Your institution met the criteria. You are asked to sign this consent form to agree to be a participant in the case study.

The research questions to be asked will include:

- RQ. 1. How does government funding impact resource generation?

- RQ. 2. How does alumni giving impact resource generation?

- RQ. 3. How does private fundraising impact resource generation?

Through an in-person audiotaped interview with this researcher, you will be asked a series of questions to capture how your institution perceives the impact of the above variables. The interview is expected to last approximately one hour and may require minimal follow-up based on the outcomes. The interview will be conducted at your institution's campus to provide a comfortable environment. There should be no risk or discomfort - physical, psychological, social, legal or other associated - by participating in the study. There are no costs or payments associated with your participation. The benefit will be in the value of this empirical research to the field. The utmost confidentiality procedures will be followed to secure the identification of you and your institution. At no time will the name of you or the institution be disclosed. Any data collected will be secured in a locked filed draw located in the researcher's office, and preserved for future research at the end of the study. The dissertation study and any published versions of it will only reference HBCU A and HBCU B as participating institutions and your name will never be disclosed without your permission.

Your decision whether or not to participate will not prejudice your future relationships. If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time without prejudice. Before you complete and sign the form, please ask questions on

any aspect of the study that is at all unclear to you. If you have any additional questions later,

please contact Vita Pickrum at 410-699-0594 or vita.pickrum@hughes.net.

YOU ARE MAKING A DECISION WHETHER OR NOT TO PARTICIPATE. YOUR SIGNATURE INDICATES THAT YOU ARE OVER 18 YEARS OF AGE AND HAVE DECIDED TO PARTICIPATE, HAVING READ THE INFORMATION PROVIDED ABOVE.

I acknowledge that I have received a personal copy of this consent form.

Copy Received: _____**(initial)**

Date   _____   Signature _____

Signature of Investigator _____

Appendix D: Interview Protocol

The purpose of this dissertation research study is to explore government funding, alumni giving, and private fundraising's impact on resource allocations at Historically Black Colleges and Universities. Your participation is completely confidential and your identity will not be disclosed without your permission. Thank you for signing the Informed Consent Form. With your permission this interview will be audiotaped. During this session expected to last one hour, you will be asked a series of questions to capture how your institution perceives the impact of the above variables.

1. Assigned pseudonym: _____

2. Assigned HBCU Identifier: _____

3. Sex: _____ Male _____Female

4. Race: _____African American ____ American Indian ____Asian _____Hispanic ____ White

5. Job Title:

   _____

6. Total years in the current position: ____ 0 ____ 1 ____2 ____3

7. Number of years at current HBCU: _____

8. Number of years of experience at other institution(s) in the same job role:

   _____

9. Number of years of experience at other institution(s) in different Advancement job role? What role was it? _____

RQ. 1. How does government funding impact resource generation?

1. What percentage of the university's budget is federal, state and local funding?

2. To what extent has this amount increased or decreased in the last five years?

3. What is the primary source of the funding from the federal government?

4. Who solicits federal funding at your institution?

5. What is the organizational structure of the unit charged with public and private fundraising?

6. How does your institution's funding compare to other HBCUs? Your peer aspirants?

7. Why do you think your funding is more or less than your peer aspirants?

     A. More - why do you think it is more than others?

     B. Less - why do you think it is less than others?

7. How would an increase in federal funding impact resource allocation?

8. How would a decrease in federal funding impact resource allocation?

9. How would an increase in state funding impact resource allocation?

10. How would a decrease in state funding impact resource allocation?

11.How would an increase in local funding impact resource allocation?

12. How would a decrease in local funding impact resource allocation?

13. What role does the president have in raising funds from the federal, state or local sectors?

Notes: _____

_____

RQ. 2. How does alumni giving impact resource generation?

1. Do you have a separate office of Alumni Affairs/relations?

2. What is your HBCU's alumni participation percentage rate? Has this percentage increased or decreased in the last five years?

3. What strategies are you using to increase the alumni participation rate percentage?

4. Do you track your alumni participation by age group? If so, what is the breakdown of alumni by decade of participation?

5. Of the following list what are the most common reasons alumni state for not supporting the institution? As I read the list, please state the ones that are commonly reported and provide any additional information regarding the selections.

    A. The institution does not need the money?

    B. Bad experience while a student?

C. Do not like the current direction of the HBCU?

D. Do not like the president?

E. Do not trust how the money is being used?

F. Other (Please explain.)

_____

_____

6. What age does your institution define as young alumni?

7. On a Likert scale of 1 to 5 with one being extremely unsuccessful to 5 being very successful, how successful is the institution in engaging young alumni as donors?

8. Does your institution have a student engagement program? If so, on a Likert scale of 1 to 5 how effective is it in obtaining student donors? Increasing student involvement?

9. What percentage of the private funds raised is from alumni contributions?

10. Of the following list what more closely describes your president's role towards engaging the alumni?

A. Takes the lead in out reaching to alumni?

B. Meets regularly with alumni to share the progress at the University.

C. Socializes with the alumni on a regular basis.

D. Does not communicate with the alumni?

E. Other (Please explain)

_____

_____

RQ. 3. How does private fundraising impact resource generation?

1.   What is the percentage of corporations gifts?

2.   Has this increased or decreased over the past five years?

3.   Why do you think it increased or decreased?

4.   What is the percentage of foundation gifts?

5.   Has this increased or decreased over the past five years?

6.   Why do you think increase or decreased?

7.   What is the percentage of private non alumni gifts?

8.   Has this increased or decreased over the past five years?

9.   Why do you think it increased or decreased?

10. The national statistics are overall increase/decrease; how do you think this impacts

HBCUs in general?

11.   Why do you think private entities donate to your HBCU?

12. How do you think HBCUs can be more attractive to the private sector to increase

investments?

13.   How important is the role of the president in private fundraising?

14.   What role does your president play in private fundraising?

Notes:

_____

_____

Appendix E: Institutional Review Board Statement

DELAWARE STATE UNIVERSITY

Institutional Review Board – Human Subjects Protection Committee

September 25, 2015

Mrs. Vita Pickrum
Associate Vice President for Development
Institutional Advancement
Delaware State University
Dover, DE 19904

Mrs. Pickrum:

Delaware State University's Institutional Review Board (IRB)—Human Subjects Protection Committee has reviewed your research project entitled "An Exploration of Government Funding, Alumni Giving and Private Fundraising's Impact on Resource Allocations at Historically Black Colleges and Universities: A Multiple Case Study". Please note that all measures must be taken related to confidentiality of data and the privacy of human subject throughout the research.

The Committee has **approved** this project and requires that an annual progress report be submitted before September 29, 2016. Please send this report to the Office of Sponsored Programs.

<div align="center">

Institutional Review Board
Office of Sponsored Programs
Attention: Dr. Brian Friel
Delaware State University
1200 N. DuPont Highway
Dover, DE 19901

</div>

Sincerely,

Brian Friel, Ph.D.
Chairperson

1200 N. DUPONT HWY. • DOVER, DE • 19901-2277 • (302) 857-6818 • Fax: (302) 857-6804

Delaware State University is an equal opportunity employer and does not discriminate because of race, creed, national or ethnic origin, sex or disability.

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Curriculum Vitae for Dr. Vita Threatt Pickrum, CFRE

410.699.0594• vita.pickrum@hughes.net

EDUCATION

Doctorate in Educational Leadership, Delaware State University (4.0 G.P.A), May 2016

Master of Science, Howard University

Bachelor of Science, Communications and Education, Howard University

Numerous Certificates of Completion in Executive Training Programs sponsored at major universities including the University of Pennsylvania, Wharton School of Business, and the Northwestern University, Kellogg Graduate School, National Executive Management Series

Central Delaware Chamber of Commerce Leadership Delaware Class 2010

Central Delaware Chamber of Commerce Leadership Master's Series Class 2011

Trained Master Facilitator

PROFESSIONAL EXPERIENCE

2008 – Present   Vice President, Division of Institutional Advancement,
Delaware State University
President, Delaware State University Foundation

Appointed as the Vice President of the Division of Institutional Advancement. Responsible for all private fundraising for the University through the Delaware State University Foundation (DSUF). Serves as the Supervisor of the Office of Development,

University Events and Ceremonies, and Alumni Relations; in addition, manages the total operations of the DSUF. Increased private funds raised by 800% since 2008, and achieved a record setting 10% alumni participation rate. Established strategic public and private partnerships that have yielded significant financial support for the University. Developed the first policies and procedures manual for the DSUF. Manages interactions with all audits of the DSUF and have obtained *no finding* audits since 2008. Develops stewardship activities of donors at all giving levels. Works directly with the University President and Board of Trustee members to strategize and act on fundraising and philanthropy cultivation opportunities for the institution. Supervises staff developing and managing all private gift accounts and donor acknowledgements. Serves as the liaison with the Investment Managers. Achieved five promotions in six years Assistant Vice President, Associate Vice President, Senior Associate Vice President, Vice President and Foundation President.

University Supported Activities/Events

Founder of the DSU Historically Black College and University (HBCU) Philanthropy Symposium, which is in its fifth year most recently becoming a national program. The successful annual event has obtained the support of the Council for the Advancement and Support of Education, Thurgood Marshall College Fund and the Kresge Foundation. Campaign chair of the first ever $20 million dollar Greater Than One: Campaign for Students. Founder and chair of the President's Scholarship Ball. Founder and chair of DSU's Earth Day annual celebration. Integral participant in DSU being named a Tree Campus for five consecutive years by the Arbor Day Foundation. Founder and chair of the President's Prayer Breakfast. Chair of the Building Naming Committee. Chair of the President Jerome Holland Commemorative Statue Committee. Co-chair of the 125th Anniversary Celebration committee. Chair of the Oscar Building Gala Committee. Chair of the Go Green Committee. Established and advised the Green Ambassadors student organization.

Appointed internal committee memberships: Program Priorities Initiative – Administrative committee; Institutional Effectiveness committee; DSU 2020 Strategic Plan committee and co-Chair of Goal 5 Sustainability; DSU Middle States' Commission

on Higher Education Self Study - External Scan subcommittee; Kirkwood Exploratory committee; and the WEAVE online committee, to list a few.

Appointed external committee memberships: Association of Fundraising Executives Philanthropy Day Fundraising subcommittee; Council for the Advancement and Support of Education District II Award Judge; served as the DSU representative to the American Colleges and Universities President's Climate Change Committee leading to a national award as Institution of the Year and mentored DSU students to achieve the Student Sustainability Award; and the Association for the Advancement and Sustainability of Higher Education HBCU/MSI institution committee.

2002 - 2008   Non-Profit President, Small Business Owner, and Independent Consultant

- Performed as the President of a non-profit being responsible for daily operations, which included financial management; volunteer management; grant writing, general management and compliance; and liaison to the Board of Directors and donor stakeholders. Utilized expertise in grant writing; project design, development, and management; organizational development; and public speaking.
- Performed as the Project Director/Principal Investigator on local, state, and Federal government contracts, requiring experience in project design, development, management, evaluation, and close out.
- Provided expert grant writing to clients.
- Provided technical assistance to small businesses in the areas of business development, marketing, management, organizational development, and project management.
- Consulted to large businesses on fulfillment of government mandated small business subcontracting plans.
- Consulted with community based non-profits to develop and manage fundraising plans.
- Provided expert consultants to assist small businesses in contract performance and compliance.
- Provided one-on-one counseling to individuals interested in starting their own business.

Prior professional background spans over fifteen years of progressively responsible experience, and includes:

- Deputy Project Director for a Howard University Federal government grant.
- Administrative Aide to a United States Senator.
- Small business owner for providing services to the Federal, state and local governments, as well as private industry.
- Led small business delegations to the U.S. Congress to lobby for small business issues.

COMMUNITY ORGANIZATION AFFILIATIONS

- Serves on the Fundraising Committee of the Association of Fundraising Professionals Delaware chapter. Elected Board of Director members of the United Way of Kent County, Shared Opportunities Services, Inc., Prince Theater Foundation, Kent County Community Center Authority, and the Mid Shore Foundation's Women and Girls' Advisory Board.

- Previous President of the Minority Business Technology Transfer Consortium composed of small businesses pursuing technology transfer research (STTR) and small business innovative research (SBIR) grants from the Federal government.
- Previous small business member of the National Federal Laboratory Consortium's Board of Directors, which is composed of representatives from each of the Federal Laboratories.
- Previous appointed member of the National Women's Business Advisory Council of the United States Small Business Administration.

AWARDS AND RECOGNITIONS

Certified Fund Raising Executive (CFRE) 2011 and recertification 2014
Women Who Make a Difference Award 2000
Top 25 Women in Business Award 2000
Region IV 8(a) Contractor's President Award for Outstanding Service
Who's Who in the World
Who's Who Among American Women
Who's Who in the East
Outstanding Young Women of America
Notable American
Ford Foundation Research Fellowship