

UNDERSTANDING FACULTY DONORS:
GIVING AT HISTORICALLY BLACK COLLEGES AND UNIVERSITIES
IN THE SOUTHERN REGION OF THE UNITED STATES

by

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ABSTRACT

The purpose of this qualitative research study was to investigate the motivational factors that lead to faculty giving to their employing institutions. Giving practices in relation to the life experiences and independent influences of faculty members who were employed at Historically Black Colleges and Universities (HBCU) were examined. In addition this study contributes to the limited amount of literature provided on HBCUs institutional advancement offices as well as the effectiveness of their solicitation efforts as perceived by faculty members employed at the colleges and universities.

Three research questions were considered in this study. First, what life experiences contribute to the predisposition of faculty donors in giving to their institutions? Second, what intrinsic motivational elements influence faculty donors to give to their employing institutions? Third, how are the strategies used to solicit funding from faculty related to giving?

Basic interpretive qualitative methodology was used to analyze the data gathered from the research participants. In-depth interviews were conducted with seven faculty members employed at HBCUs in the southern region of the United States. It was determined that faculty members attribute their giving practices to many of their life experiences. Religious involvement, childhood experiences, and family history, were all discussed by faculty members as being instrumental to their giving habits. Participants also discussed the sense of community that is established at HBCUs as being inspirational in determining whether or not they gave of their time, talent, or financial resources. Responses to open-ended questions about the effectiveness of institutional

advancement offices provided additional qualitative data that could be used by HBCUs to increase the amount of annual giving to the university.

First and foremost, I would like to dedicate this dissertation to my Lord and Savior Jesus Christ; with Him all things are possible. Second, I dedicate this project to my parents, Mary and Tyrone Proctor. Since I was a small child you always believed in me and told me that I will do great things; you encouraged and supported me and for that I am forever grateful. In addition, Zakia Mills, this process has been long and has had its ups and downs, but I thank you from the bottom of my heart for making so many sacrifices for me to reach my goals. Third, I dedicate this dissertation to the memory of my oldest brother, Christopher Kinta Proctor; I know you are smiling down on me in heaven; It was you who continued to push me, and for that I thank you; I love and miss you dearly. To my brother, Tyrone Dewayne Proctor, thank you for protecting me like only a big brother can. Finally, to my daughter, Hope Elizabeth Proctor, you are my heart and soul, my little angel--it is your smile and laughter that picks me up when I am down, that wakes me up when I am tired, and fills my heart with joy. I am paving the way so that the road you travel will not be as rough. Remember, you can do all things, whether big or small, just work hard and never give up and know that daddy loves you.

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CHAPTER 1 INTRODUCTION

Background of the Study

Historically black colleges and universities (HBCUs) are at a critical point in their history. They have been criticized by the mainstream media as no longer being able to serve a purpose in America's diverse and all-inclusive environment. Low enrollment, graduation rates, and retention rates have also been sources of the criticism by the federal government (Ricard & Brown, 2008). Through all the controversy and dismay, however, historically black colleges and universities have continued to strive to meet the needs of African Americans across America. HBCUs have graduated a large percentage of the working black professionals in this country even though they receive a fraction of the funding awarded to mainstream colleges and universities (Mbajekwe, 2006; Ricard & Brown, 2008).

Although university tuition dollars have remained relatively stable in the first decade of the 21st century, the operational expenses of all universities have risen. This has made it difficult for colleges and universities to balance their budgets (Knight, 2004). Universities have been increasingly faced with the need for additional funds to deliver the level of service demanded by students. This has been especially true for HBCUs. To meet additional funding needs, colleges and universities have attempted to raise funds through institutional advancement offices. They have solicited private and public donations from individuals and special entities, joined together in combined campaign initiatives, and have been the recipients of funding from state and federal government

entities. One funding source that has been overlooked in this quest is the institution's faculty. Faculty have been identified as a major stakeholder group within colleges and universities. As such, they are a potential source of giving to be solicited and cultivated in the institution's overall fundraising effort (Holland & Miller, 1999).

At HBCUs, faculty members are expected to go above and beyond the call of duty as outlined in many of the mission statements of colleges and universities. Ricard and Brown (2008), in their study of black educators, found that black professors preferred teaching at HBCUs because of their concerns in educating black students. It was also found that professors had a sense of obligation to give back to their communities and because of this valued the teaching and service components of their positions (Ricard & Brown, 2008).

Problem Statement

Faculty employed at HBCUs exhibit the same diverse qualities as do faculty on most collegiate campuses. Unlike many university faculty, however, HBCU faculty typically serve high numbers of students who are from areas of low wealth and educationally disadvantaged backgrounds. Faculties of HBCUs operate within the historical context of university mission statements to serve and educate a traditionally disenfranchised minority (Nelms, 2010).

Faculty and HBCUs have generally had to do more with less. Nelms (2010) determined that the average endowment per student attending an HBCU in the state of North Carolina was approximately \$2,000 compared to that of non-HBCUs whose

institutions averaged nearly \$17,500 per student. This means less access to resources, scholarships, and other educational tools that are essential to student success, and it means that HBCUs continue to be at an historical disadvantage when it comes to gathering the necessary resources to matriculate students through college (Coupet & Barnum, 2010).

Faculty members who are employed by HBCUs tend to invest more than the usual time and talent to help students reach their potential, and they are individuals who are interested in facilitating learning in and out of the classroom (Nelms, 2010). It is these and other characteristics of faculty members that have provided the impetus for the researcher to explore the motivational factors that can influence faculty giving to their employing HBCUs.

To address this problem, the study was conducted to investigate faculty giving and associated motivational factors at historically black colleges and universities (HBCUs). Of particular interest will be the strategies and current practices of HBCU institutional advancement offices as they attempt to cultivate and persuade faculty members at HBCUs to be more active participants in the giving process.

There has been limited research conducted in this area. This study was intended to provide insight for college institutional advancement offices, historically black colleges and universities, institutions serving primarily minority populations, faculty associations, and university administrators who are interested in developing a culture of giving among faculty members. The results may also be useful for individuals in the non-profit sector looking to understand motivational factors behind individual giving.

Definitions of Terms

The following terms are utilized with specific meaning to this study:

Altruism: The promotion of the interest of another individual; taking the interest of someone else and making it one's own (Scott & Seglow, 2007). p.14

Annual Giving: Giving to the institution on a yearly basis, in an organized effort, by providing operating support to the institution (Rowland, 1986).

Charity: terminology used in the literature on giving and philanthropy; commonly referred to as the private or public relief of unfortunate or needy people; benevolence (Taggart, 2011).

Development: Encompasses the entire concept of fundraising from goal identification to gift solicitation; the planned promotion of understanding, participation, and support.

Donations: A gift made by an individual or an organization to a nonprofit organization, charity or private foundation (Choi & Kim, 2011).

Exchange Theory: The concept of giving in order to receive something in return; commonly referred to social exchange theory (Drezner, 2009).

Faculty: Members of higher education institutions engaged in teaching, scholarship, and service (Evans, 2009).

Fundraising: The solicitation of gifts from private sources (Rowland, 1986); encompasses all activities that develop support for an institution or organization in the form of service and/or gifts (Broce, 1986).

Generosity: The reflective attitude of an individual in the act of giving of or from oneself to another (Sanchez, 2010).

Gratitude: An emotion that demonstrates the appreciation of others in one's life, appreciation of nature and the world, focus on personal benefits and positive circumstances and aspects of interpersonal relationships and transactions (Wood, Maltby & Brown, 2011).

Historically Black Colleges and Universities: private and public two-year, four-year, graduate, and professional degree institutions that were established prior to 1964 for the postsecondary education of people of African ancestry in the United States (Gasman & Tudico, 2008; Jackson & Nunn, 2003).

Institutional Advancement: Relates to the efforts of colleges and universities to pursue and transmit advanced knowledge to faculty, staff, and students; and to ensure that the academic community has adequate facilities and resources. Institutional advancement on college and university campuses is responsible for external and internal communications, government and public relations, fundraising, building endowments and alumni relations (Rowland, 1986).

Motivation: An aspect of psychology that is concerned with explaining variations in behavior among different or the same individuals which are directly related to the expression of emotion, intrinsic, extrinsic, and goal seeking behaviors (Beck, 1990).

Philanthropy: The improvement in the quality of human life with the purpose of promoting the welfare, happiness, and culture of mankind (Bremner, 1988).

Reciprocity: As related to fundraising and giving, the provision of assistance to others or giving to foundations because of an obligation or sense of duty. Individuals give back in order to repay something that benefited them (Moody, 2011).

Relationship Marketing: Establishing, developing, and maintaining successful relational exchanges (Drezner, 2009).

Stewardship: A necessary component of the fundraising process. Stewardship involves reciprocity, responsibility, the nurturing of relationships, and reporting (Tindall & Waters, 2010).

Volunteer: Unpaid workers who give their time and energy to a cause or idea (Boezeman & Ellemers, 2008).

Conceptual Framework

Historically black colleges and universities (HCBUs) have found themselves in dire straits. Throughout their history, most HCBUs have relied heavily on outside dollars, i.e., tuition, government aid, corporate and foundation donations, and alumni giving through the years. Increasing operating costs and the demands of 21st century students have pushed HCBUs to the limit (Gasman, 2006). In order to address this funding problem, HCBUs must look at additional avenues and resources for funding. One area that is often neglected is the solicitation of faculty employed by the institution. Adding faculty to the list of annual financial supporters could provide at least some of the much needed additional revenue that can help the institution maintain its effectiveness within the community. In order to tap this possible source of additional financial support,

however, one must understand the underlying theories associated with philanthropy and fundraising.

Several researchers such as Holland (1997), Baade and Sundberg (1996), and March (2005), to name a few, have conducted studies in which significant reasons on why individuals give and participate in philanthropy were revealed. Philanthropy itself is an act that is significant to human behavior and has been grounded theoretically within the social sciences (Eikenberry & Nickel, 2006). The understanding of philanthropy and fundraising is linked to motivation which is closely associated to altruism. Altruism, defined as positive social behavior, suggests that individuals are motivated to give because of (a) their personalities, dispositions, attitudes, values and motives or (b) situations or patterns of behavior (Cascione, 2003).

Individuals in the field and areas of social science have concluded that philanthropy or fundraising and the act of giving can be linked to several common theories: structural functionalism, conflict theory, social-exchange theory, charity theory, self determination theory, and symbolic interactionism (Holland, 1997). Of these, self-determination theory appears to be the most applicable in understanding the motivation of faculty giving to their employing institution. This theory is further explained, as it relates to faculty motivation for giving and the conceptual framework for this study, in the following paragraphs.

Self-Determination Theory

Self-determination theory, derived from Deci's (1975) work on intrinsic motivation, relates to the motivational elements of faculty giving. Deci stated that intrinsically motivated activities are those for which there is no apparent reward except the activities themselves. Intrinsically motivated behaviors are behaviors that a person engages in to feel competent and self-determining (Deci, 1975). Intrinsic motivation, according to Deci and Ryan (1985), is the energy source that is central to the behaviors of individuals. To be intrinsically motivated, people must be free from any type of pressure such as rewards or contingencies (Deci & Ryan, 1985). Intrinsically motivated individuals seem to engage in activities for their own sake and not because they lead to an extrinsic reward. This behavior or thought process would lead individuals to be highly motivated to complete a self directed task, and the tasks that individuals learn are directly correlated with their interaction with the environment and through their own personal experiences. Deci (1975) expressed the belief that the life experiences of interacting with the environment leads to the motivational development of all individuals.

Self determination is also based on one's capacity to choose behaviors based on inner desires, perceptions, and free will. Free will has been defined as the capacity of the human organism to choose how to satisfy its needs (Deci, 1980). Self-determination is the processes of utilizing one's will. It includes the ability to choose among alternatives (Deci & Ryan, 1985). This also involves accepting one's boundaries and limitations, recognizing the forces operating on one's behavior, utilizing the capacity to choose, and enlisting the support of various forces to satisfy one's needs (Deci, 1980). Self-

determination is about individuals' desires to decide and act on the environment. Deci (1980) stated that the environmental and personality factors create a particular motivational subsystem which includes cognition, affective experiences, attitudes, feelings, and beliefs that will determine an individual's behavior. In addition, self-determination theory deals with emotions and individuals' responses to those emotions. Deci (1980) acknowledged that individuals may be stimulated by particular events from their past or emotional responses to current stimuli and that this could lead to the motivation behind certain behaviors. When a motivational response leads to a feeling of satisfaction, it is considered to be a pleasurable affective response. If dissatisfaction occurs, however, individuals tend to either change their goals or turn away from the stimulation all together.

Self-determination theory utilizes an information-processing framework. According to Deci (1980), individuals obtain information through their own perception and create significant cognitive structures and meaning based on the particular stimulation. The behavior is characterized as an entire sequence that commences with informational inputs and terminates when its purpose has been achieved, i.e., when the motive or motives at the heart of the sequences have been satisfied (Deci, 1980).

One area that many theories including the self-determination theory have failed to address is the relevance of the theories when applied to historically black colleges and universities and communities of color. Drezner (2009) noted that areas of research concerning philanthropy have been approached differently in communities of color when compared to the majority communities in which these theories were initially explored.

He also observed that motivational theories in communities of colors provided important areas of future research.

Motivational factors behind faculty giving to their employing institutions was of primary interest in the research. Because of this, the conceptual framework was necessarily focused on self-determination theory which deals with the intrinsic motivational factors, life experiences, and emotional inputs of the participants chosen in the study. Self-determination theory is an approach to human motivation and personality that is rooted in one's personal development and behavior. This theory is essential in determining the intrinsic, self imposed reasoning behind why individuals choose to act, participate, or are motivated to give to their employing institutions (Ryan & Deci, 2000). Self-determination theory was selected to further advance research in the field. It was intended to answer questions raised by Drezner (2009) concerning faculty perceptions of the importance of racial uplift in the African American community, faculty perceptions of the institution's mission statements. It was also intended to provide insight on why faculty give to their employing institutions.

Significance of Study

This results of this study should be of interest to the administration, board of trustees, institutional advancement officers, chief executive officers, and faculty governance committees of private and public colleges and universities. The decline in outside funding for colleges and universities has required institutional advancement officers to explore additional avenues and resources to help their institutions remain

competitive. This has been especially true for historically black colleges and universities (Gasman, 2006). If HBCUs are to be successful and continue in their roles as producers of leaders and educators within the African American community, they must take the necessary measures to insure their vitality in the 21st century environment. The findings of this study will make HBCUs aware of best practices among their colleagues that may significantly increase the number of annual gifts from faculty members.

The limited amount of research that has been conducted in this area also makes this study significant. Most of the data and research on university fundraising has been related to alumni giving and student participation. Faculty, however, comprise a large portion of the institution. Holland and Miller (1999) wrote that the faculty was one of the most valuable stakeholder groups in an institution. Colleges and universities that can achieve buy-in from faculty on annual giving campaigns and programs, may also be able to demonstrate a relationship and commitment to the university that could inspire increased giving from outside donors.

Research Questions

This study included the following research questions:

1. What life experiences contribute to the predisposition of faculty donors in giving to their institutions?
2. What intrinsic motivational elements influence faculty donors to give to their employing institutions?
3. What strategies are used to solicit funding from faculty?

Limitations

Following are several limitations of the study which are acknowledged by the researcher:

1. The study was concerned with strategies used by institutional advancement offices to solicit faculty members at historically black colleges and universities located only in the southern region of the United States. Therefore, the results may not be generalized to other HBCUs.
2. The results of the study may not be applicable to non-historically black colleges and universities.
3. Faculty members in any institution are typically of different ages, gender, race, or religion, and may, therefore, have different life experiences. The varied life experiences of the faculty who participated in this study make it difficult to generalize results to other faculty at other institutions.
4. Faculty members interviewed represented only a small sample of the faculty populations of the targeted universities. Therefore, their experiences were not necessarily representative of the entire university faculty.

Disclosure of Personal Interest

In qualitative research, the researcher is intensely involved in the data collection. The researcher tends to use his life experiences in the research as a means to examine and interpret the data (Stebbins, 2001). Qualitative research requires one to disclose any personal information that may lead the researcher to be biased during the study. This

process of disclosure will allow for the study to be duplicated and validated by individuals seeking to replicate the findings (Mays & Pope, 1995).

Everyday I thank God for the opportunities that He has provided for me. Growing up in Tallahassee, Florida in the 1990s, I was able to see the impact that one institution could have on an entire community. Florida A&M University educated many of the African American professionals in the area and gave many individuals including me confidence that I could succeed in any endeavor or field of my choice. It is the work of this HBCU and many others in conducting numerous enrichment programs, community based projects, and student led programming that has been critical in the development of many individuals including myself. It is because of these activities that I sought employment at an HBCU. I felt the need to continue this tradition and to ensure that other individuals would be able to enjoy the benefits of similar opportunities and experiences.

As a faculty member at an HBCU, I have seen so many students who have come from troubled backgrounds and need someone to help them get to the next level. It is clear, however, that without finding new revenue resources and income streams, HBCUs will not be able to continue providing the community with the necessary programming that can inspire young minds.

I have seen problems with the infrastructure, ranging from technology to building maintenance, and wondered if there was anything I could do to help. Understanding the mission statement of the university and realizing that financial contributions provide for many of the university's annual expenses as well as student scholarships, I wondered why

more was not being done to seek help from one of the most valuable resources on campus, the faculty. In this study I was interested in finding out the motivational elements that have led faculty members to give to their employing institutions. Why would someone who invests so much time and energy upholding the institution's mission still decide to give or not give to the university?

Organization of the Remainder of Study

The remaining chapters in this study are organized in a consistent manner to develop the preliminary aspects of the study presented in this chapter. Chapter 2 contains a review of the literature and research addressing fundraising, giving, philanthropy, and motivation as related to historically black colleges and universities. Chapter 3 details the selection of a qualitative methodology. Particular attention is given to the evolving nature of qualitative data gathering, adding interview probe questions revealed in the data gathering process (Piazza, 2008). Chapter 4 discusses the recruitment and selection of the participants. Chapter 5 deals with the data analysis and results. An in-depth, open-ended question response approach will be used to answer the three research questions which will guide the study, and the numerous results will be coded (Silverman & Marvasti, 2008). Chapter 6 contains the conclusions and recommendations of this study.

CHAPTER 2 LITERATURE REVIEW

Introduction

Chapter 2 provides a review of the literature and research that were relevant to this study. The chapter contains (a) an historical overview of historically black colleges and universities, their mission and combined fundraising efforts; (b) a discussion on traditional fundraising and transitions to fundraising within higher education; (c) the organizational structure of institutional advancement departments and the roles they play on college campuses; and (d) an explanation of philanthropy and the role of faculty within higher education with specific attention to motivational factors, challenges, and current research on faculty giving as it relates to historically black colleges and universities.

Historically Black Colleges and Universities

HBCUs have been defined as private and public two-year, four-year, graduate, and professional degree institutions that were established prior to 1964 for the postsecondary education of people of African ancestry in the United States (Gasman & Tudico, 2008; Jackson & Nunn, 2003). They were created for the specific purpose of educating the millions of displaced African-Americans at the end of the Civil War. For nearly 170 years, HBCUs have trained the leadership of the black community, graduating the nation's prominent political, social, and economic leaders (Gasman & Tudico, 2008). Before the American Civil War, access to higher education was limited primarily to

wealthy white male Anglo-Saxon protestant individuals (Ricard & Brown, 2008). According to Holmes (1934), blacks' educational attainment had been at zero at the beginning of the Civil War. Because of slavery and laws that prohibited the education of minorities, blacks were inadequately prepared to handle the rigors of education. Although a few historically black colleges and universities, such as Lincoln and Cheyney Universities in Pennsylvania and Wilberforce in Ohio, did appear immediately before the war, access to education for African Americans was rare (Gasman & Tudico, 2008). During this period there were even a few laws that prohibited enslaved men, women, and children from learning the fundamentals of reading and writing, although a few individuals did receive academic instructions in varying subjects (Holmes, 1934; Ricard & Brown, 2008). At the conclusion of the Civil War it was estimated that less than 10% of the Black population could read (Holmes, 1934).

HBCUs started from humble beginnings. The American Missionary Association (AMA) began the movement to develop systems of schooling that indoctrinated and educated former enslaved individuals and their children (Ricard & Brown, 2008). These schooling systems began as primary and secondary schools and later evolved into the colleges and universities of the present times (Gasman & Tudico, 2008). Modeled after the AMA, black churches, the Freedman's Bureau, local communities, and private philanthropists established and funded more HBCUs to meet the increasing demand to provide an education to African Americans (Ricard & Brown, 2008). Government aid, in the form of the passage of the second Morrill Act of 1890, helped to provide funding for Black education and established public HBCUs. This act stipulated that those states

practicing segregation in their public colleges and universities would forfeit federal funding unless they established agricultural and mechanical institutions for the Black population (Gasman & Tudico, 2008). Other funding for historically black colleges and universities came from white northern industrial philanthropists who donated millions of dollars to support black education (Gasman & Tudico, 2008).

The early goals of HBCUs were to (a) maintain black historical and cultural traditions; (b) provide key leadership in the black community; (c) develop economic stability in the black community; (d) present black role models who were able to interpret the way in which political, social, or economic dynamics impacted the black community; (e) produce colleges graduates equipped with the competence to deal with problems arising between minority and majority populations; and (f) foster the ability to produce black agents for specialized research, training, and information dissemination (Ricard & Brown, 2008). According to Jackson and Nunn (2003), not everyone believed that the purpose of HBCUs was to provide access to black students. Some individuals believed they were built to contain and segregate black people.

The purpose and mission of historically black colleges and universities have been debated by the majority culture and prominent African Americans. Many individuals were concerned with the role that HBCUs should take in the black community. The two most pressing viewpoints came from W.E.B. Du Bois and Booker T. Washington. Washington advocated for vocational training and suggested that the role of the historically black colleges and universities should be to train individuals to fill the manual labor market so that they might become self sufficient as individuals (Gasman &

Tudico, 2008; Ricard & Brown, 2008). Du Bois argued that historically black colleges and universities should work toward building an elite group commonly described as the Talented Tenth. He believed that students should be trained to uplift the black community by becoming doctors and teachers, rather than being limited to trades such as farming and masonry (Ricard & Brown, 2008). Even though prominent African American scholars such as Du Bois and Washington had their own views as to how blacks should be educated, the decision was often made by the individuals and corporations who funded the institutions and hoped to profit by creating their own specially trained workforce (Gasman, 2010b).

Important legal cases help shape the higher education system as it pertained to historically black colleges and universities. In 1896, the U.S. Supreme Court ruled in *Plessy v. Ferguson* that segregation of the races was constitutional as long as the facilities and conditions for blacks were equal in quality to those provided for whites. i.e., separate but equal (Ricard & Brown, 2008). The ruling in this case proved to be a devastating blow to blacks seeking a quality education. States created separate facilities that were not equal, forcing minorities to live in sub-par conditions. In 1954, *Brown v. Board of Education* ruled that separating students based solely on race was unconstitutional (Ricard & Brown, 2008). Although *Brown v. Board of Education* focused on ending segregation in primary and secondary public education, it did not impact higher education. It was not until the passage of Title VI of the Civil Rights Act of 1964 that the federal government required states to desegregate higher education institutions (Ricard & Brown, 2008). After the *Brown* decision, historically black colleges and universities

suffered from “brain drain” as historically white institutions (HWI) made efforts to recruit talented black students (Gasman & Tudico, 2008).

Historically black colleges and universities have held a unique position within the African American community. The initiatives on which HBCUs have focused have been unique to the culture and historical background of blacks in the United States. According to Ricard & Brown (2008) the mission of HBCUs centered around eight themes: (a) community service, (b) open enrollment, (c) democracy, citizenship, and leadership, (d) social change, (e) concern about health, (f) ethics and values, (g) educational emphases, and (h) black studies. The mission statement of HBCUs has provided an avenue of access for blacks within higher education. The open access policies, the promotion of black culture, and the opportunity for race advancement have allowed blacks to close the achievement gap, to some extent, with whites in the United States by correcting false race doctrines (Jackson & Nunn, 2003).

Historically black colleges and universities have provided a unique opportunity for the growth and development of African Americans within higher education. As Ricard & Brown (2008) indicated, HBCUs serve a specific function and students who attend these universities are aware that their college choice will determine educational satisfaction, professional development, and future success. Students at HBCUs valued the informal mentoring and words of encouragement from their professors, as well as the supportive and nurturing environments of the college campus (Ricard & Brown, 2008). In addition, researchers have shown that black students who attend historically black colleges and universities have been found to have higher levels of self-esteem, and their

educational experiences have been more nurturing (Gasman & Tudico, 2008). Historically black colleges and universities provide an opportunity for students to be successful in that they have offered three important advantages: (a) students have the opportunity to connect with other people, (b) students are able to get involved in campus life, and (c) they provide a space where students feel they are able to succeed academically (Ricard & Brown, 2008). Ricard and Brown reported in 2008 that HBCU institutions made up only 3% of all U.S. institutions of higher education, yet they enrolled 16% percent of all African-Americans who earned an undergraduate degree. Studies have also revealed that students who attend HBCUs are more likely to pursue graduate degrees than their counter parts at historically white institutions (Gasman & Tudico, 2008). HBCUs provide students with a place to grow intellectually, and they allow for students to develop in the academic and intellectual domain of experience (Fleming, 1984).

The difference in the roles of HBCUs and historically white institutions in higher education in the United States is not in the roles themselves but in the nature of the students who are served, how they are served, and the purpose for serving them (Jackson & Nunn, 2003). Historically black colleges and universities have been successful in educating students because they have provided a wider network of supportive relationships for students than have their historically white institutional counterparts (Fleming, 1984).

Contemporary Issues Facing Historically Black Colleges and Universities

The academic and financial troubles of HBCUs have forced many boards and administrators to consider significant structural changes and in some cases permanent closure of these institutions. Because the graduation and retention rates of HBCUs have been drastically lower than the national average, policymakers have questioned their significance in the 21st century (Coupet & Barnum, 2010). Gasman (2010b) identified fundraising and leadership as the two most pressing issues facing historically black colleges and universities, and noted that HBCUs have struggled to build endowments, increase alumni giving and secure major gifts. This supported Cohen's earlier observation in 2006 identifying the lack of or limited support of alumni as a problematic issue for HBCUs. Williams (2010) addressed the difficulty in making comparisons between predominantly white institutions and HBCUs in terms of money raised, types of funding sources, corporate donations, and endowments. Table 1 displays both the top performing HBCUs and the top producing TWIs in terms of endowments. The rankings that are displayed were accessed from the 865 schools listed by the National Association of College and University Business Officers (2010). According to Williams, far too many HBCUs have relied on gifts from foundations and corporations than from alumni. This reliance on external giving has in many cases crippled HBCUs in their productivity related to fundraising. Compared to their historically white counterparts, HBCUs have had lower endowments primarily due to a legacy of racial discrimination in funding that has existed in both the public and private arenas (Bowman III, 2010).

Table 1

Top U. S. Traditional White and Historically Black Institutional Endowments

Institutions (rank order)	2010	2009	2008	2007	2006	2005
Traditional White Institutions (TWI)						
Harvard University (1)	27,557,404	26,138,239	36,556,284	34,634,906	28,915,706	25,473,721
Yale University (2)	16,652,000	16,327,000	22,869,700	22,530,200	18,030,600	15,224,900
Princeton (3)	14,391,450	12,614,313	16,349,329	15,787,200	13,044,900	11,206,500
University of Texas (4)	14,052,220	12,163,049	16,111,184	15,613,672	13,234,848	11,610,997
Stanford University (5)	13,851,115	12,629,094	17,200,000	17,164,836	14,084,676	12,205,000
Massachusetts Institute of Technology (6)	8,317,321	7,880,321	10,068,800	9,980,410	8,368,066	6,712,436
University of Michigan (7)	6,564,144	6,000,827	7,571,904	7,089,830	5,652,262	4,931,338
Columbia University (8)	6,516,512	5,892,798	7,146,806	7,149,803	5,937,814	5,190,564
Northwestern University (9)	5,945,277	5,445,260	7,243,948	6,503,292	5,140,668	4,215,275
Texas A&M University (10)	5,738,289	5,083,754	6,659,352	6,590,300	5,642,978	4,963,879
Historically Black Colleges and Universities (HBCUs)						
Howard University (151)	399,678	364,698	497,680	523,690	423,898	397,657
Spelman College (186)	295,220	285,327	351,706	340,261	291,605	258,054
Hampton University (234)	212,712	193,427	235,872	256,990	217,529	199,030
Tuskegee University (401)	86,117	72,602				
Johnson C. Smith University (564)	45,190	37,154				

Note. Endowment funds add (000) to end of dollar amount.

Source of data: National Association of College and University Business Officers, *NACUBO Endowment Studies for 2006-2011*, produced data for years 2005-2010..

According to Bowman, III (2010), HBCUs have a tendency to react to a problem, rather than being proactive and coming up with a plan to avoid the problem. Bowman, III (2010) stated that HBCUs operate in what he terms crisis fundraising. Crisis fundraising refers to the initiating of fundraising plans during a time of crisis also known as the “Give us money or we will have to drop the program, go out of business or fail to provide for people who need us and it’s going to be your fault” (p. 268). Developing fundraising programs during a crisis period can be very problematic and cause added stress for university administration.

Gasman (2010a) observed that HBCUs must reach out to a variety of corporations, foundations, and individuals in order to broaden their level of support. HBCUs have had a tendency to rely heavily on traditional fundraising. Because of economic, social, and technological developments among African Americans, one area of support can no longer serve as the core component for HBCU development. African Americans are spreading their wealth to several areas. No longer is giving to the black church the only option for black families. HBCUs must increase advancement efforts in order to be successful. They must change the dynamics and the way that they fundraise, creating a strategic plan that includes measurable outcomes in areas such as communication, strategy, and alumni programs (Bowman III, 2010).

Historically Black Colleges and Universities in Florida

There are currently four historically black colleges and universities (three private and one public) in the state of Florida. The one public university is Florida Agriculture

and Mechanical University (FAMU). The three private institutions are Bethune-Cookman University (BCU), Florida Memorial University (FMU), and Edward Waters College (EWC). Table 2 presents endowments for the top seven traditional white institutions and the four historically black institutions in Florida for the five-year period, 2006-2010. Due to limited research data, the endowment information for HBCUs is incomplete. This indicates a potentially fruitful area of future research.

Table 2

Top Florida TWI and HBCU Endowments

Institutions (rank order)	2010	2009	2008	2007	2006
Traditional White Universities (TWI)					
University of Florida (55)	1,104,573	1,010,590	1,250,603	1,219,026	996,245
University of Miami (100)	618,236	538,606	736,239	741,382	620,435
Florida State University (138)	452,544	409,666	570,730	548,994	500,637
Miami Dade College (177)	306,028	275,648	186,174		
University of South Florida (184)	295,921	275,399	360,035	388,516	329,832
Rollins College (198)	279,852	261,756	360,365	366,594	310,356
University of Central Florida (359)	102,739	91,951	114,990	116,291	96,417
Historically Black Colleges and Universities (HBCU)					
Florida A&M University (375)	96,154	87,770	112,354		
Bethune Cookman University (617)	34,035	30,366	43,078	42,854	35,351
Florida Memorial University (NR)	6,700				
Edward Waters College (NR)	2,000				

Note. Endowment funds add (000) to end of dollar amount. NR = not ranked.
Source of data: National Association of College and University Business Officers, *NACUBO Endowment Studies for 2007-2011*, produced data for years 2006-2010..

Each of Florida’s historically black colleges and universities has a rich history.

The information gathered for the institutional profiles were collected from the university

website and provided consistency in the data gathering process. Following are descriptions of each of the Florida HBCUs.

Florida Agricultural and Mechanical University (FAMU), located in Tallahassee, was founded in 1887. It was originally known as the State Normal College for Colored Students and became a land-grant institution in 1891 (Roebuck & Murty, 1993). In 2011, FAMU had an enrollment of nearly 12,000 students and offered 62 bachelor's degree programs, 39 master's degree programs, and 11 doctoral programs. At the time of the present study, FAMU was one of 11 universities in the State University System of Florida (Florida Agricultural and Mechanical University, 2011). The mission statement of FAMU is as follows:

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community (Florida Agricultural and Mechanical University, 2011, para. 1).

Florida Memorial University (FMU), located in Miami, Florida was founded as the result of a merger between two schools, the Florida Baptist Institute founded in 1879 and the Florida Baptist Academy 1892. The merger took place in 1941, and the school was known as Florida Normal and Industrial Institute and was located in St. Augustine,

Florida. The school was renamed Florida Memorial College in 1963 and moved to Miami in 1968 (Roebuck & Murty, 1993). The University offers 41 undergraduate degree programs and four graduate programs in education and business administration, elementary education and computer educational technology, sufficient to attain university status. (FMU, 2011). The mission statement of FMU is as follows:

Florida Memorial University is dedicated to academic excellence, to the pursuit of knowledge and truth, to the free exchange of ideas, and to the transmission and preservation of African-American history and heritage. The University recognizes that education contributes to the quality of life and expects that students will leave its community of scholars and traditions prepared to participate fully in a global society (Florida Memorial University, 2011, para. 2).

Bethune-Cookman University, located in Daytona Beach, Florida was founded by Dr. Mary McLeod Bethune in 1904 and became known as the Daytona Normal and Industrial Institute for Girls. When the school in Daytona Beach merged with the Cookman Institute for Boys of Jacksonville, Florida in 1923, the school became known as Bethune-Cookman College. The school was operated by the board of education of the United Methodist Church (Roebuck & Murty, 1993). Bethune-Cookman University was recognized as a university in 2007 with the beginning of the master's degree program in transformative leadership. BCU offers 37 baccalaureate degree programs. Following is the BCU mission statement:

The mission is to serve in the Christian tradition the diverse educational, social, and cultural needs of its students and to develop in them the desire and capacity for continuous intellectual and professional growth, leadership and service to others. The University has deep roots in the history of America and continues to provide services to the broader community through a focus on service learning and civic engagement (Bethune Cookman University, 2011, para. 1).

Edward Waters College, located in Jacksonville, Florida was founded in 1866 as Brown Theological Institute by Rev. William G. Steward, the first AME pastor in the state. The college changed its name to Edward Waters College in 1891. It is the oldest HBCU in the state of Florida and is affiliated with the African Methodist Episcopal church (Roebuck & Murty, 1993). The university offers nine undergraduate degree programs. The mission statement of the institution is as follows:

Edward Waters College is a small private, Christian, Historically Black, Urban, Liberal Arts College that offers quality baccalaureate degree programs. The College strives to prepare students holistically to advance in a global society through the provision of intellectually stimulating programs and an environment which emphasizes high moral and spiritual values in keeping with the African Methodist Episcopal Church. Edward Waters College seeks to develop excellence in scholarship, research and service for the betterment of humanity (Edward Waters College, 2011, para. 2).

The historically black colleges and universities in the state of Florida have a long and rich tradition within the black community. They have trained numerous teachers, doctors, lawyers, engineers and businessmen who have provided services to the African-American community. With the exception of the Florida A&M University, a public institution, the other three HBCUs in Florida were private and share similar values as expressed in the mission statements of the institutions. These include: Christian mission, focus on community, cultural diversity, scholarship, excellence, integrity, and a dedication to knowledge and the exchange of ideas.

Higher Education's Fundraising Tradition

During the 1600s and the dawn of higher education in the United States, public and private gifts were needed to supplement the growing and developing educational

system. Worth (2002) described early attempts of colonial colleges at fundraising as an experiment to solicit funds from England. These funds received from such initiatives were often used to advance the purpose and mission of early colleges and universities. Presidential and alumni support were seen as early as the 1640s at Harvard University when, according to Cook and Lasher (1996), President Henry Dunster began collegiate fundraising, and alumni returned to the college to show support. Worth also described early fund raising initiatives at colonial colleges including activities such as passing the church plate, suppers, bazaars, or writing begging letters.

Many of the early fundraising efforts had some type of religious backing. Several of the early colleges had a religious affiliation. Gaining additional funds through support of the church was the technique of choice by these early colonial schools so that they could continue their mission of advancing Christianity. According to Brubacher and Rudy (2007), the single most important factor for the creation of the colonial college was the need for literate, college-trained clergy. Eight of the nine pre-revolutionary colleges were under church control, and Christianity was mentioned in all of their charters. This relationship between the church and colonial colleges made early fundraising initiatives relatively simple and accessible. The relationship with the church and the early initiatives by president and alumni helped to build colonial college endowments (Cook & Lasher, 1996).

Worth (2002) wrote that formal fundraising practices began to appear around 1829. It was also during this period that institutions began to use fundraising professionals who employed specific tactics and solicitation strategies to raise money.

Early strategies consisted of promoting the institutions and recognizing donors through literature such as brochures and pamphlets, and building relationships with individuals who had the potential to give. Many of the early gifts to colleges and universities were given by alumni. These early gifts by former students marked the beginning of annual alumni giving programs (Brubacher & Rudy, 2007), and the support from alumni led to the formation of alumni associations which formally began in the early 1800s. The early alumni associations were considered to be universities' living endowments (Worth, 2002). Even though alumni support was considered a form of fundraising, it was not considered a major factor in contributing to what was known in the early 21st century as modern fundraising or philanthropy.

Modern Fundraising and Philanthropy: The Development of Institutional Advancement

In the early 1900s, fundraising and development on many college campuses were outsourced to consultant firms (Cook & Lasher, 1996). The period from 1919 to 1965 was dominated by consultant firms working at a college campus for only a few months to handle a specific campaign prior to moving on to another college campus or university. Much of the actual fundraising during this period was completed by volunteers or university administrators with the consultant firm acting as a manager. As development programs became more sophisticated, intense, and continuous, institutions began to recognize the importance of having a full time professional working solely for the university (Brubacher & Rudy, 2007).

The competitive nature of higher education led to the development of institutional advancement. Colleges and universities in America are distinct, because unlike other systems of higher education across the world they compete for students, resources, and status. The competition over these resources has led to a comprehensive definition of institutional advancement as “all activities and programs undertaken by an institution to develop understanding and support from all its constituencies in order to achieve its goals in securing such resources as students, faculty, and dollars” (Worth, 2002, p. 4).

Institutional advancement aims to motivate or put the entire institution on the correct path to reach the university’s goals and objectives (Buchanan, 2000). The advancement office seeks to motivate the entire institution by determining the level of engagement displayed by all university constituents’ in the areas of community involvement and institutional goals. Decisions regarding both allocation of institutional resources and solicitation of funding are made after areas are determined to be aligned with the university’s mission statement and priorities (Weerts & Hudson, 2009).

Worth (2002) made an important observation regarding fundraising, noting that development and fundraising were created in the for-profit sector of business and not in higher education. This distinction is important because of the early relationships of consulting firms with university development programs, whereby most of the consulting firm professionals had no ties to the university. In contrast, alumni associations have been directly linked with the university. The separation between alumni and development offices on college campuses has continued. Because development and fundraising were not initiated in the academy, the relationships between academy

members, i.e., alumni and faculty, have at times been strained, and the commitment of development officers to the university has been questioned.

According to Worth (2002), there have been three major trends within the development field that have affected colleges and university: (a) the professionalization of the development office, (b) the proliferation and growth of development programs in the US and abroad, and (c) a large increase in campaign goals as well as an increase in gifts and narrowing of the fundraising pyramid. Since the 1960s, fundraising and development have experienced dramatic growth on college campuses with increases in training, standards, and specialized body of knowledge. As was illustrated in Table 1, many of the elite colleges and universities had endowments well over the billion dollar mark in 2010.

One of the most significant events for institutional advancement occurred in 1958. The Greenbrier Conference brought together two professional organizations, the American Alumni Council (AAC) and the American College Public Relations Association (ACPRA). Though the two organizations had been rivals on most college campuses, they collaborated on the Greenbrier Report which gave birth to institutional advancement as a professional organization (Worth & Asp, 1994). Following the conference, the two organizations merged to become the Council for Advancement and Support Education (CASE).

The Greenbrier Report included several recommendations to improve the efforts of institutional advancement on college campuses. In order for institutional advancement departments to be successful, according to the report, a senior administrator for

institutional advancement at the vice presidential level should be appointed by the president. The report also advocated for increased training and the creation of specialized programs to help teach individuals about the fundamentals of development (Cook & Lasher, 1996; Worth, 2002).

Institutional advancement has increasingly become more sophisticated and aspired to new heights in fundraising with many colleges and universities, taking on multi-billion dollar campaigns (Cook & Lasher, 1996). Colleges and universities have created separate non-profit foundations comprised of institutional advancement officers whose objectives are related to building the university's endowment and supporting the annual giving projects (Lagemann & Forest, 2007). As institutional advancement offices have grown in size and complexity, they have required different and more sophisticated types of support to be effective and meet the objectives of aggressive campaigns. Organizational structure has become an important element in the design of fundraising/institutional advancement units on all college and university campuses.

Funding and Philanthropy at Historical Black Colleges and Universities

At the end of the Civil War, there was a need to educate the newly freed slaves, and institutions were needed to teach blacks how to read and write.. Though suspected of trying to preserve and protect their own self interests and social order (Freeman, 2010), many good willed Northern philanthropists and missionaries felt it was their duty to help the South during this period of reconstruction.

Similar strained relations existed between the early Northern white philanthropists who supported black higher education and blacks. Many blacks viewed the white philanthropists as an occupying force promoting the industrial curriculum over the classical liberal arts curriculum to exercise further control over historically black colleges and universities (Freeman, 2010). Besides Northern white philanthropists, other early supporters of black higher education were the black Christian denominations which protected some private black colleges from outside control. The black church, throughout its history, has always played a vital role in promoting social advocacy and guidance in the lives of African Americans. Because of this position, a natural relationship between black education and the church formed (Williams & Kritsonis, 2006). Freeman identified four components of early philanthropy and black higher education: (a) missionary charities, (b) Negro benevolence, (c) industrial giving, and (d) black church philanthropy. Many have argued that the definition of philanthropy should be expanded to include gifts of time, talent, treasure and the access to formal and informal education.

One of the earliest colleges established for black education was Wilberforce University. Wilberforce was engaged in many fundraising campaigns led by Bishop Payne, the first black president of a college or university in the U.S. According to Freeman (2010), Bishop Payne received excuses for unwillingness to give to his causes, e.g., evasive replies, denials, not having any means to donate, being obligated to another cause. Others grudgingly gave a few dollars.

Another successful fundraiser for historically black colleges and universities was Booker T. Washington, founder of the Tuskegee Institute in Alabama. Tuskegee Institute's mission focused on self-help, the dignity of labor, and work ethic. Washington received little funding from individuals and corporations in his community but managed to raise the institute's endowment between 1900 and 1915. Washington used very distinct measures to solicit funding from northern white philanthropists: (a) a full time fundraising staff, (b) publications to reach the masses, (c) a quartet to sing at different gatherings wherever he would go (Enck, 1980).

The funding sources for HBCUs, for much of their early history, were provided by government policies and private philanthropists. Although governmental policies stated that federal funding should be distributed equitably, HBCUs received far less funding than did their White counterparts and had inferior facilities and resources (Gasman & Tudico, 2008).

With this in mind and money from industrial philanthropists running low, Frederick D. Patterson, then president of the Tuskegee Institute, suggested that the nation's private historically black colleges and universities join together in their fundraising efforts. As a result, the president of 32 HBCUs created the United Negro College Fund (UNCF) in 1944. The UNCF was able to garner support of prestigious northern philanthropists. One major supporter was John D. Rockefeller, Jr. whose commitment allowed for the UNCF to have affiliation with wealthy companies that could help HBCUs succeed. The UNCF highlighted four main reasons to combine its charitable efforts: (a) to showcase the important work that HBCUs were doing; (b) to organize and

secure from African Americans support for current programs and future growth; (c) to make an national appeal to receive special gifts that would emphasize the service being rendered instead of the work of individual institutions; (d) to share the overall cost of labor and expenses (Tucker, 2002).

Since its inception, the United Negro College Fund has grown into the largest private minority education assistance program in America (JET, 2008). The UNCF understands that there is work that must be done in order to ensure that African Americans and other minorities have access to a quality education. One of the UNCF stated objectives is to ensure that students and faculty at historically black colleges and universities are ready to compete in the global economy of the 21st century (Chappell, 2001).

The United Negro College Fund (2011) has made it clear that the future of philanthropy at all colleges and universities starts with college students and young alumni. Many students at HBCUs receive exposure to philanthropy through the UNCF and the National Pre Alumni Council (NPAC). For HBCUs, it is important for colleges to reinforce the importance of pre-alumni activities in the hopes of developing a culture of philanthropy within the institution (Freeman, 2010). The NPAC has two main areas of focus: (a) creating a connection between students and the UNCF and (b) teaching students how to be supportive and active alumni after graduation. The United Negro College Fund (2011) has outlined the purpose of the NPAC and National Alumni Council (NAC) as follows:

The purpose of the PAC of the NAC of the United Negro College Fund shall be to stimulate the interest and participation of the students enrolled at UNCF member institutions in the progress of UNCF, to preserve and to further loyalty and fellowship between the colleges and universities, their faculty, staff, students and alumni. (para. 4)

The NPAC has used intrinsic and extrinsic motivation and racial uplift, through encouraging services within the local African American Communities, in order to engage and cultivate their participants and the greater student population in pro-social behaviors (Drezner, 2009). The NPAC hopes that this will lead to relationship marketing which will establish long-term relationships that will guide students to a lifetime of loyalty, involvement, and giving (Drezner). Many students marvel at the work of the UNCF and the NPAC, because they realize the importance of these organizations in determining the success and failures of their institutions. According to Drezner, NPAC and the students involved through the organization give much of the credit for the continued success of HBCUs and the vital roles they have played in communities to the UNCF.

Students are also aware of their roles as NPAC members of the UNCF. They understand and realize that they must advance, communicate, and articulate the goals and mission of the UNCF in order to provide for the continuous support of HBCUs. The NPAC also develops student awareness of the financial needs of their institutions. Drezner (2009) stated that alumni were often under the assumption that their institutions were financially supported through governmental assistance and donations from foundations and corporations. Involvement in the NPAC has dispelled this myth and made students aware of the financial instability of the institutions.

Studies have also shown that students who have participated in pre-alumni programs were more likely to give than those that had not. Hurvitz (2010) posited that higher education administrators cannot assume that students will become good alumni, and that students must be taught during their undergraduate years that the future success of their college or university will be through alumni giving programs. Institutions especially HBCUs, must develop and maintain student giving programs to help long-term sustainability of colleges and universities.

Organizational Structure and the Role of Institutional Advancement

Institutional Advancement often calls for a complex organizational structure which requires different parts of the department or unit to work collaboratively in order to reach specific goals. Institutional advancement offices work through a process of shared responsibility with internal and external constituents to exchange perspectives, knowledge, materials, and resources (Weerts, 2007).

Differences in colleges and universities and their development/fundraising goals require varied areas of service to be established within the unit. These areas often include: alumni relations, fundraising, internal and external communication, public relations, and government relations. Worth and Asp (1994) described the tasks of development in the following way.

Development is a sophisticated process and includes several steps. Those steps are defining the institution's academic and financial needs, cultivating the interest and involvement of these prospective donors in the life of the institution, matching their needs and desires with the needs and goals of the college or university, soliciting the gift, and stewardship to assure that the gift is properly applied and the donor is kept informed. (p. 5)

The function of institutional advancement in the United States, according to Worth (2002), is to enable each individual college and university to do well in a competitive environment and to assist the whole sector of higher education to compete for available resources. The mission statement of the college or university provides overall guidance that allows for the university to move forward, and each division of the institution, including the institutional advancement unit, must have goals and objectives that support that mission. The institutional advancement units of numerous colleges and universities have created their own mission statements, stating that their role within the university is to advance the mission of the university through planning and research, fundraising, grants administration, capital construction, and marketing and public relations initiatives (Dine College Office of Institutional Advancement, 2011).

Worth's Institutional Advancement Pyramid

In order to create a culture of giving, each university advancement office must understand its role and the role of other offices within the college or university. Worth (2002), in explaining the composition of institutional advancement offices, likened the different divisions of institutional advancement to a pyramid. Larger departments and constituents were near the bottom, and smaller units were at the top. The total constituency, which includes students, parents of students, corporations, foundations, friends and other individual groups, was at the bottom of the pyramid.

Annual gifts, as the foundation of successful institutional advancement departments, were placed on the next level with the responsibility of receiving gifts from

individuals on an annual basis, providing support for annual expenses, and cultivating individuals, particularly younger donors to move into the next category of major gifts. Annual gifts are viewed as particularly important, because they provide a resource pool for other advancement departments. These annual contributions also can attract new individuals such as alumni, parents, and friends of the university to support initiatives set by institutions.

The next level of the pyramid includes major gifts. Major gifts are considered the largest gifts a university hopes to receive. Though major gifts are usually given by only a few individuals, they often comprise a large portion of a fundraising campaign. Colleges and universities understand that only a few select individuals will be able to make a major gift contribution. Major gift giving requires the commitment of individual development officers in the cultivation of building long term and long lasting relationships. Factors that influence major gift giving include an individual's stage in life, charitable nature, and history and involvement with the institution (Worth, 2002).

At the top of the pyramid are principal gifts. These gifts are large enough to have a major impact on the university and are the largest that individuals can make to universities. Examples of principal gifts include trusts or bequests that are usually 500 to 1,000 times greater than normally given by an individual (Worth, 2002).

Each level of the pyramid is important for development offices. Each of the levels requires different strategic methods to be successful. The role that each level will play in development efforts is largely dependent upon the type of institution, its mission, and development goals. Williams (2010) stated that fund development is more than

seeking financial resources. There must be an understanding of the institutional goals as well as understanding of the donor's intent. The solicitation of donors must have a longer term plan that is strategic and well-crafted to increase the chances of building resources.

The Role of Development Officers and Staff Members

Given the complexities and competing interests that almost always characterize the area of institutional advancement on college campuses, the appointment of key administrators, usually at the vice presidential level, is warranted. Strong leaders are needed to serve as advocates for the office and to continually work to align development goals with established priorities of the institution.

Because of the differences in college campuses and the variety of roles played by the development officer, no single set of roles and responsibilities can be universally applied. Just as institutions differ, so do the roles and responsibilities of advancement administrators and their teams. There are, however, common characteristics associated with development officers' positions. Chief development officers are typically expected to serve as institutional leaders. They are responsible for articulating the university's mission and purpose to both internal and external stakeholders. In addition, they must also assume the roles of strategizers and implementers of campaign methods and in-house managers of development office staffs (Worth & Asp, 1994). They must balance internal and external responsibilities by working within the organization to provide the support required for the external activities related to gift solicitation.

Development and institutional advancement offices must also be staffed by individuals who understand the institution's mission and goals.

They must be sensitive to the competing interests of the sub-units within the larger institutional advancement unit. Only when this understanding is assured can units proceed to secure the necessary resources so that they can establish support for educational and research programs, build and improve campus facilities, and secure the financial base of the institution through the growth of endowment funds. (Worth & Asp, 1994, p. 17)

Organizational Structures of HBCUs

Organizational structures at HBCUs vary drastically from those at predominantly white institutions. According to Tindall and Waters (2010), institutional advancement offices at HBCUs tend to be centralized. The centralization of the offices often leads to feelings of professional satisfaction and responsibility and, at the same time, reduces the feeling of being micro-managed. The lack of funding and other conditions, however, have made it difficult for HBCUs to staff full time advancement officers. As a result, many HBCUs possess little to no experience with institutional advancement and its practices (Bongila, 2001). Williams (2010) elaborated, describing what is often a minimal understanding by HBCUs of what is required to operate a comprehensive fund development operation. In such a scenario, it is not uncommon for priorities to be unspecified or even unidentified and for institutions to have very limited or, in some cases, no private reserve resources or endowments available to sustain them during economic crises. In order for historically black colleges and universities to compete in the solicitation of private, governmental, and alumni funding they must address the needs of their development offices by adopting advancement models that will move the

institution forward (Fields, 2001). In order to create a sound organizational structure, HBCUs must understand the philosophy of advancement and the potential benefit to institutions of advancement efforts.

Alumni Giving

It is clear that in order for individuals to give they must have a relationship with the institution (Drezner, 2009), and the group that has the closest connection or bond with an institution is its alumni base. In 2010, 25.4% of America's college and university giving came from alumni, creating a total of \$7.10 billion (Council for Aid to Education, 2011). As such, alumni giving accounted for the second highest percentage (second only to foundations) of giving to colleges and universities.

Alumni giving is essential in terms of fundraising at all colleges and universities. According to Cohen (2006), alumni giving is a major indicator that has been used by corporations and foundations when determining whether or not to give money to colleges and universities. Alumni giving and participation serves as an indicator of the esteem held by the most significant group of the institution the alma mater (Cohen, 2006).

HBCUs have historically had problems with soliciting funds from their alumni. Many have questioned why HBCUs lag in alumni giving in comparison to other institutions. Cohen (2006) suggested that it may stem from a lack of resources in the black community and/or the inability of HBCUs to cultivate and solicit their alumni. Though some literature would indicate that HBCUs are the only group to have significant problems with alumni giving, it was suggested in a 2010 report of the Engagement

Strategy Group that alumni giving rates were down across all institutions. The report stressed the importance, in successful fundraising, to show young alumni the benefits of giving to the college or university.

Cohen (2006), in reporting his findings, indicated that African American alumni do express a desire to give generously, but there is not enough being done in the areas of advancement to cultivate this desire. Though the recent literature concerning alumni giving and HBCUs has been negative, there is evidence suggesting that alumni of historically black colleges and universities are just as involved as those who attended traditional universities.

According to Cohen (2008), HBCU alumni have been organizing since 1869. Alumni of Lincoln University in Pennsylvania formed an association one year after graduation with the sole purpose of cooperating with the trustees and faculty in advancing all interests of the university, increasing the number of students, and perpetuating the ties which bind the alumni to each other and their alma mater. The alumni chapters were not isolated to one institution, but many of the HBCUs saw a distinct growth in their alumni and alumni chapters. The alumni chapters were essential in promoting and connecting former students, recruiting future students to the university as well as providing financial support. The alumni chapters also challenged the university on policies and procedures of the university (Cohen, 2008).

Since the integration of schools, HBCUs have seen a steady decline in alumni giving. Cohen (2008) suggested that because black students have a choice of higher education attendance sites, many may opt for a traditional white institution over an

HBCU. This, explained Cohen, could result in a significant decline in money raised unless HBCUs follow the paths of the traditional white institutions and develop methods and strategies to actively engage former students. Tindall & Waters (2010), in his comments on giving, stated that alumni's ability to give back and uplift the race is essential in promoting alumni giving at HBCUs because it highlights the very essence of its historical purpose. Alumni of historically black colleges and universities develop a sense of duty and devotion towards their alma mater because it was a nurturing place for many of them (Drezner, 2009). This sense of duty, if cultivated carefully during the undergraduate years, can lead to the development of a stronger alumni base that provides more financial support for HBCUs.

Although Gasman (2010b) indicated a lack of research into and literature on fundraising at HBCUs and the need for further study, there is evidence that a few HBCUs have developed an understanding of the roles and responsibilities associated with fundraising and institutional advancement. In 2008, Howard University completed a capital campaign yielding \$275 million, the largest amount ever raised by an HBCU. Their endowment at the time was close to \$560 million (Williams, 2010).

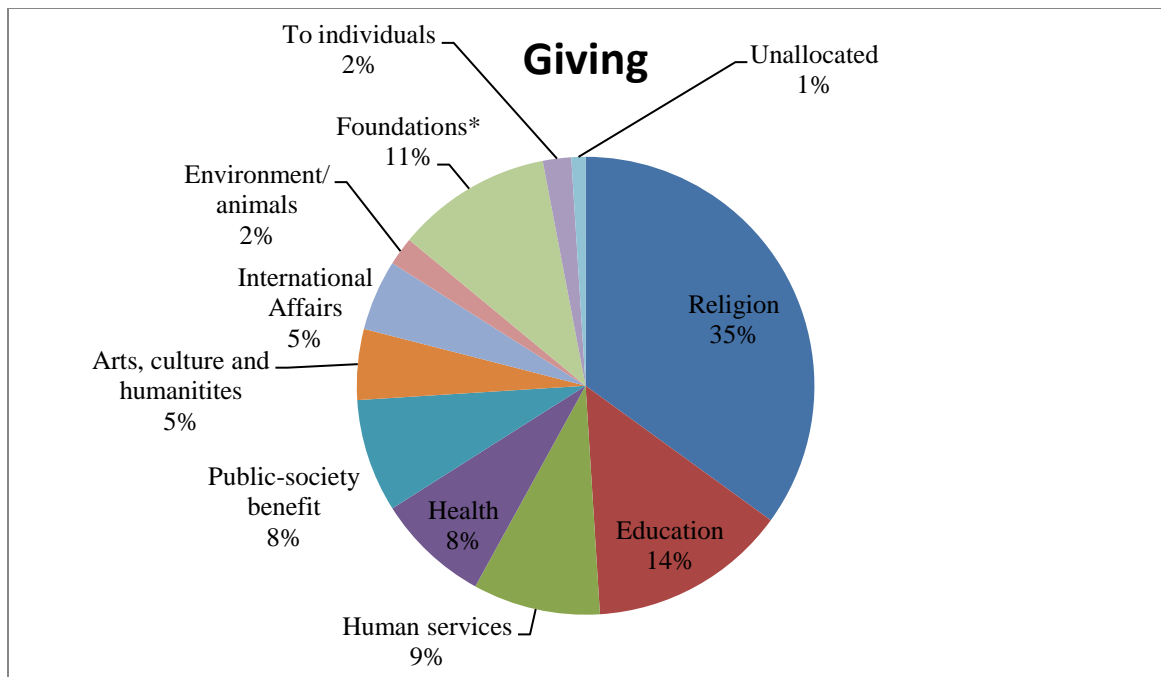
The Sociology of Giving and Motivation

The Sociology of Giving

There has always been a culture of giving in the United States. This has held true in the best and worst of circumstances. During tough economic times, Americans have

exemplified that “those who have” should help “those who have not” whether it is in terms of monetary support, voluntary giving of time, and or raising awareness for a specific cause (Cascione, 2003 p 1). In 2009, when the United States suffered from its worst economic recession since the great depression, Americans still managed to give \$303.75 billion, an average of \$1,940 per household (Giving-USA, 2010). Figure 1 displays the percentages of individual giving contributions for 2010 for the top 11 categories of support. Education received the second highest share of the giving totals, a little more than \$40 billion. The latest report (Giving-USA, 2011) indicated that the total amount of giving had continued to decline but that education still received the second highest total at 14% of the overall contributions, or roughly \$41 billion. This continued generosity leads one to consider further the sources of motivation to give and the sociological factors impacting giving.

According to Berking (1999), the phenomenology of gift-giving is a primal occurrence of sociality and stems from archaic societies. The idea of gift-giving has stood the test of time and cultures throughout history. Berking stated that gift giving relates to “the personal relations of the individuals, through the distribution of private resources, which bind themselves to one another by bestowing gifts that give pleasure.” (p. 12). There are four elements which involve the exchange of the gift: (a) the gift itself, (b) the action sequence of the giving and taking, (c) the actor’s own understanding of the object, and (d) the action structure and motives (Berking, 1999). The exchange of the gift creates in individuals a feeling of love and friendship, care and solicitude, trust, respect, and appreciation.



Note. "Executive Summary 2010 Contributions," by Giving USA, 2011, *The Annual Report on Philanthropy for the Year 2010*, p. 6. Copyright 2011 by Giving USA. Reprinted with permission (Appendix A).

Figure 1. Individual Giving Contributions for 2010

A second approach to the sociology of giving involves government. In examining the governmental approach, one sees an entirely different perspective on the sociology of giving. In a capitalistic society, such as that of the United States, the role of government has taken on new meaning in regard to state affairs. Eikenberry and Nickel (2006) addressed a growing expectation and preference, within the context of government, to offer individuals and institutions a means to solve societal problems through the use of philanthropy. This has the effect of shifting governmental responsibilities to nongovernmental entities. The role that government plays in the sociology is coming to the realization that individuals through philanthropy can play a major role in solving

societal problems. The trouble with this framework, according to Eikenberry and Nickel, is realizing that those same social problems cannot be eliminated by philanthropy.

A different perspective on philanthropy and social giving, affirmative social theory, has been offered by Eikenberry and Nickel (2006). They have criticized government involvement in the sociological aspect of charity. Their theory posits that philanthropy is dependent upon the existence of marginal groups in need of assistance and a more powerful group in a position to offer this assistance. One must assume, as part of this theory, that some level of inequity exists and this inequity is natural. In any event, rather than solving a problem, its existence is continued to be supported through philanthropy. This, in turn, promotes a capitalistic society and the way individuals view giving. The affirmative social theory contains cautions about the pitfalls of relying too much on philanthropy and suggests that this reliance could make advocates more susceptible to moral traps (Eikenberry & Nickel, 2006).

The Motivational Factors of Giving

The question that persists in this review of the literature relates to the motivational factors that inspire individuals to give. In his discussion of motivation, Berking (1999) stated that Americans give self-fulfillment, job success, and personal freedom the same value as solidarity, helpfulness, and concern for the public good. This leads to a conclusion that people who are the most individualistic are also the same people most likely to help others, and helping others provides a sense of self-fulfillment and altruism.

In addition to Berking's justification, numerous other scholars have suggested a variety of motivating factors related to giving. Elliot and Thrash (2001) stated that the motivational factor behind giving was related to achievement goals. Achievement goals relate to finding out why individuals engage in particular activities or situations as they relate to their aim or outcome. Goals are the direct guide through which desires, concerns, needs, and motives affect behavior; therefore it has a direct correlation to philanthropy giving (Elliot & Thrash). Berking (1999) also linked his beliefs about motivation to achievement goals, indicating that the greatest motivational factors for giving relied heavily on self imposed reasoning. This reasoning permits individuals to perceive themselves and their actions through the framework of achievement goals. Given this perspective, they know that to have a sense of pride, they must avoid shameful experiences of failure.

Elliot and Covington (2001) also suggested motivation as a determinant factor in educational giving. In their research on approach and avoidance motivation theory, they suggested that motivation was an important determinant for behavior. Approach and avoidance motivation allows for individuals actions to be directed by positive/desirable events and/or avoidance of negative/undesirable events (Elliot & Covington, 2001). In terms of fundraising, approach and avoidance motivation would have a direct correlation to giving and giving outcomes for all parties involved.

Vansteenkiste and Deci (2003) conducted research dealing with competitively contingent rewards and intrinsic motivation. In their study, they hypothesized that competition between individuals, groups, or contingencies would have an effect on

motivation and outcome. They determined that individuals participating in a competition were likely to choose for themselves how hard they competed to earn a reward. Subjects also found that fundraising in higher education was viewed as essential. Institutions were determined to have competed for grants, sponsorships from corporations and foundations, endowment size as well as many intrinsic rewards.

Research on motivation to give, in terms of philanthropy and fundraising, was limited. Literature regarding motivational theory, however, was plentiful. The crossover between motivation to give and motivational theory can be found in self-determination theory. Deci, Vallerand, Pelletier, and Ryan (1991) described self-determination theory as a process that involves not only one's intentions, but behavior-outcomes, making a distinction between intentional and unintentional behavior.

As it relates to motivation, self-determination theory promotes an understanding of one's social responsibility to help others. The theory discusses the relationship between three distinct innate needs: the need for competence, relatedness, and autonomy (self-determination). These needs allow for one to specify the contextual conditions that will facilitate motivation, performance, and development (Deci et al., 1991). In other words, motivation stems from an individual's desire to meet their innate needs as defined by Deci et al (1991). What motivates individuals to give will be determined by their desire to produce an intended result, be it developing a specific program at their college or university, increasing the level of prestige of their institution, or a desire to help others less fortunate than themselves.

Tindall and Waters (2010), in their study of HBCUs, reviewed sociological and motivational factors of giving and discussed four models of giving related to fundraising and motivation at the university. Those models were: (a) the press agency model, (b) the public information model, (c) the two-way asymmetrical model, and (d) the two-way symmetrical model. The press agency model relies on emotion to motivate donors. Organizations place significant emphasis on the use of the emotional imagery of their foundation rather than an educational approach to soliciting money for philanthropy causes. The public information model relies on one-way communication efforts to create positive stories about the organization. This model allows for understaffed foundations which are commonly found at HBCUs to solicit individuals on important initiatives of the organization without receiving donor feedback. The two-way asymmetrical model introduces scientific research into public relations and allows practitioners to disseminate knowledge to the public. It allows the organization to introduce the objectives and goals to the general public and persuade them to give. The two-way symmetrical model is grounded in communication exchange based on mutuality and cooperation. In the two-way symmetrical model, negotiation is used to address issues and concerns of the public.

Tindall and Waters (2010) showed that an overwhelming majority of HBCUs used the press agency and public information models. The overall function or goal of the press agency model is the emotional manipulation of donors to present the organization in a positive light. HBCUs focus on this by appealing to the emotions of alumni by recreating positive memories of campus activities and experiences. Tindall and Waters suggested that in order for HBCUs to motivate alumni to give, they must develop

personal relationships with the fundraisers, trust in the institution, understand the important causes and institutional goals, and be rooted in the process of accountability and stewardship.

The sociology of giving and motivation to give is a collaboration of the human experience and the cultural norms of society. There is no clear-cut explanation as to what motivates individuals to give. The reasons combine many factors and theoretical perspectives. Understanding the theories considered in this literature review aids in better understanding the phenomenon. The motivation of individuals to give, along with the cultural ideology associated with giving, shapes one's understanding of philanthropy and rationale for helping others.

Faculty

Faculty members represent a major group in the college and university setting. The roles of faculty members vary across the different types of institutions. Some institutions require faculty to be heavily involved in research. Other institutions may be more teaching oriented and place a higher value on the teaching and service roles of faculty. Faculty roles and responsibilities are determined, in part, by the institutional mission statements, and the time spent on certain tasks should align with the strategic goals of the university (Holland, 1997). The following sections provide background information related to the demographics of faculty in higher education and the specific roles of faculty at HBCUs.

Faculty Demographics

Beginning with the founding of Harvard University in 1636 and extending into the late 1800s, higher education faculty were dominated by affluent white males. Because of changes in legislation and the work of civil rights activists, a world that was once closed to minorities has been opened to them. Although colleges and universities have become increasingly diverse, many agree that work still needs to be done in order for students to have individuals at colleges and universities with whom they identify (American Federation of Teachers, 2010).

The number of degree granting institutions in the United States, as reported by Gappa and Austin (2010), was approximately 4,168 institutions. As of 2011, there were 100 accredited historically black colleges and universities (White House, 2011). According to the 2009 NCES report, the total number of faculty at degree granting universities in the United States was approximately 1,371,390. The breakdown by race was as follows: white, 1,038,982 (80%); black, 87,107 (7%); and Hispanic, 51,660 (4%).

Of total faculty employed at four-year public institutions, 68% were full-time employees. For four-year private institutions, only 48% of those employed were full-time faculty. The most recent information available on HBCU faculty indicated that as of 2001, there were approximately 14,100 faculty members working at HBCUs. Of that number, 72% were members of a minority group. Blacks made up 60% of full time faculty members (Provasnik & Snyder, 2004).

Faculty at HBCUs

The roles of the faculty members at historically black colleges and universities are different when compared to faculty at traditional predominantly white institutions. Faculties at HBCUs have been identified as having strong interpersonal relationships that characterize teachers' commitment to their students. HBCU faculty assume many different roles in order to support student achievement. They are responsible for being counselors and benefactors. They encourage and uplift students, fully supporting their physical, emotional, social, and academic development (Freeman, 2010). There has been limited research, however, on the overall effectiveness of faculty at HBCUs (Pope & Miller, 1998).

Faculty at HBCUs have been characterized as being able to provide a specialized educational environment for students. According to Gregory (2003), students requested this specialized attention, stating that they wanted instructors who they felt were invested in their needs. Faculty members who made the decision to work at an HBCU have tended to subscribe to a belief that they are and can make a significant contribution to society through their work (Lockett, 1996). The primary mission of HBCUs has been to educate, nurture, and train students and to encourage creativity, moral development and character, resourcefulness, self-discipline, and resiliency (Gregory, 2003). The institutional goals of the HBCU allow faculty to develop a strong commitment to the institution and to its students.

Vineburgh, Jr. (2010) reported on faculty issues that contribute to problems at HBCUs that may not be seen at traditional white institutions, e.g., shared governance and

academic freedom. He reported that many faculty members believe that dictatorial qualities in administrators have contributed to tension among administrators and faculty. Gregory (2003) stated that there is a distance between faculty and administration and that this distance has resulted in a misunderstanding between those individuals in leadership positions and those working in the trenches to support university goals.

Vineburgh, Jr. (2010) also noted that the faculty composition at HBCUs was more culturally and ethnically diverse than that of many other institutions of higher education. This added diversity tends to create additional problems, increasing conflict and decreasing cohesion, particularly in terms of governance.

Another issue facing faculty at HBCUs was related to salaries and the fact that HBCU faculty have earned significantly less money than faculty at other institutions. According to the national center for educational statistics the average salary in 2001 for all HBCU faculty was \$59,742. This was \$7,000 to \$15,000 less than faculty at other institutions (Provasnik & Snyder, 2004; Vineburgh, Jr., 2010). In addition to lower salaries, lack of governance and academic freedom at HBCUs, Vineburgh, Jr. also reported on stressful working conditions resulting from higher teaching loads, an historic problem at HBCUs. He also identified institutional problems at HBCUs as (a) the tenure process, (b) financial support, and (c) a lack of resources.

HBCU faculty members are not alone in experiencing these difficulties in higher education, but faculty often serve as exemplary role models who contribute to student success at HBCUs. Many of the students who attend HBCUs are first generation students and look to faculty members to provide guidance and to help them persist during their

college years (Gregory, 2003). Faculty members of HBCUs will continue to be unique, because the institutions that employ them are unique in their service to their internal and external constituents.

Faculty and Staff Giving at HBCUs

Far too many times faculty members have been excluded from the fundraising efforts at many HBCUs. As has occurred at many of the nation's public and private traditional white schools, there has been a distinct line drawn between faculty and staff and the advancement offices at most historically black colleges and universities. Many individuals feel that faculty on the academic side of the institution should not be concerned with fundraising. In order for HBCUs to be successful in terms of generating additional dollars from fundraising and advancement initiatives, this ideology needs to change. Faculty members have the closest relationships with students, the future alumni, and can build strong bonds with these stakeholders in the fundraising area (Bowman, III, 2010). Freeman (2010) called for faculty to work closely with alumni to engage and persuade them to give to the university. Piazza (2008) had earlier indicated that integration of faculty and staff into advancement activities was instrumental for successful fundraising.

Not all faculty and staff believe that it is their responsibility to engage in the giving process. Many, in fact, have indicated it is not their job or duty, expressing that it takes away from their other obligations such as teaching, research, and administrative duties and stating that the responsibility of fundraising is a draining job that takes the life

out of individuals (Piazza, 2008). This is a somewhat reasonable argument given that most faculty and staff members have had limited experience in the fundraising process compared to that of their advancement office counterparts.

Ciampa (2009) conducted a study of community college vice presidents for institutional advancement and determined that a number of individuals within the university had difficulty in understanding the responsibilities of advancement offices. Also noted in the findings was a concern regarding the growing gap between younger faculty who understand the giving process as it relates to fundraising better than older faculty. Ciampa indicated that feedback from faculty revealed that solicitation by departmental representatives was effective in fundraising. March (2005), in a descriptive study of faculty and staff giving at public institutions, cited the following reasons for lack of giving: poor morale, lack of community spirit, lack of allegiance to the university, and disagreement with campaign priorities.

Ciampa (2009) stressed the importance of educating faculty and staff about the fundraising process. Faculty and staff should understand that money raised can be directed toward helping students and the community. Situations have risen where external constituents would request that faculty and staff contributions be shown to them to determine institutional effectiveness of annual giving programs. March (2005) described faculty and staff giving as an additional means of private support for institutions annual giving campaigns.

Research on Faculty Giving

There has been a limited amount of research conducted to investigate faculty giving practices at colleges or universities in the United States. Of the research conducted since approximately 1990, four stand out as being significant. Holland's (1997) dissertation addressed motivational factors and faculty giving to their employing institutions. It was considered to be the first study of its kind to address these issues. In her study, Holland identified faculty as being key stakeholders in the success of colleges and universities. Holland's study was a descriptive, quantitative research project that was focused on three Alabama institutions of higher learning. Holland used a 40-item survey and a five-point, Likert-type scale to determine the motivational factors of giving by faculty members. Several primary motivating factors were identified by the faculty as significant: (a) altruism, (b) social responsibility, and (c) self fulfillment.

In 1999, Holland teamed with Miller to conduct a follow-up to the 1997 study. Holland and Miller identified faculty as a new market for fundraising practitioners. They reported that faculty, as a group of highly trained and educated individuals who already contributed to a variety of organizations and community based agencies, would be ideal subjects for institutional advancement officers to pursue. Holland and Miller focused on the results from Holland's (1997) survey in conjunction with the social exchange theory as a theoretical framework.

Knight's 2004 study of influence on faculty participation in a fundraising campaign concentrated on internal giving efforts conducted by institutional advancement offices. The study was conducted at a mid-west, state-assisted university and provided

critical information on (a) the type of employees who were more likely to contribute to giving campaigns and (b) faculty perceptions of the giving process. Knight observed that faculty generally understood the purpose of employee giving campaigns and listed several characteristics of what would allow them to give more such as: (a) strong allegiance and feel connected to the university, (b) understanding the priorities of the campaigns to which they are contributing, and (c) sharing more detailed information after campaigns. This study revealed that faculty members responded better to compartmentalized giving campaigns rather than large wide scale solicitation efforts. Faculty and staff also stated that having the choice to say where the money derived from the campaign would be spent was also an important factor in determining if they would contribute to their employing institution (Knight, 2004).

In 2005, March investigated faculty and staff giving practices at U.S. public institutions of higher education in his dissertation research. He surveyed chief advancement officers to determine the best strategies to solicit funding from faculty and staff. The purpose of the study was to determine from the data whether or not the size of the institution, Carnegie classification, or geographical region played a significant role in determining if individuals are donors. March found that faculty and staff were more likely to give when solicited by certain groups such as a peer, department lead, campaign manager, or the institutional president. He also revealed that having the ability to give unrestricted gifts was very important when to the faculty decision to contribute to the campaign.

Gasman (2004) researched another area involving faculty giving. Her study was limited and only focused on the role of faculty in fundraising at black colleges, i.e., faculty soliciting others for funding and serving as spokespersons on behalf of the university.

These four studies represent the research reviewed that was relevant to the proposed study. The findings of the researchers who conducted these four studies will be helpful in providing a context for considering (a) the life experiences that inspire a sense of giving in faculty members, (b) intrinsic motivational elements that influence faculty donors, and (c) strategies used to solicit funds from faculty.

Summary

This literature review was conducted to explore the elements important to the investigation of faculty members of historically black colleges and universities giving to their employing institutions. Researchers and scholars have addressed the contemporary issues facing HBCUs, and all have noted that the financial instability of HBCUs is a major concern and one that needs immediate attention.

A brief history of the development of HBCUs preceded a discussion of contemporary issues facing institutions. The review addressed the fundraising tradition in higher education with particular emphasis on the development of institutional advancement and the state of funding and philanthropy at HBCUs. The importance of organizational structure, including the roles of development officers, was presented. To support the conceptual framework, the sociology of giving and motivational factors of

giving were explained. Because the focus of the research was on faculty, literature was reviewed related to faculty demographics, faculty at HBCUs, and faculty and staff giving at HBCUs. Finally, though the research on HBCUs and faculty giving was limited, four studies were located and reviewed. The research on historically black college and university fundraising practices was limited. This study has added to the limited body of literature on the subject. Answers to questions regarding faculty life experiences and intrinsic motivational factors concerning giving to one's employing institution have also been obtained.

CHAPTER 3 METHODOLOGY

Introduction

This chapter contains a description of the methodology and an overview of the research design and methods that were used to conduct the study. Included are descriptions of the site location, participant selection and recruitment process, and the pilot study used to test the interview protocol. Data collection and analysis procedures are thoroughly detailed. Also presented are ethical considerations, IRB authorization, and originality score followed by a chapter summary.

Research Design and Rationale

The study utilized a basic interpretive qualitative methodology. Basic interpretive qualitative research exemplifies all the characteristics of qualitative research, such as understanding how participants make meaning of a situation or phenomenon, this meaning is mediated through the researcher as instrument, the strategy is inductive, and the outcome is descriptive (Merriam & Associates, 2002). The qualitative study seeks to provide a holistic approach to describe how individuals think and their own personal experiences with the occurrence (Teddlie & Tashakkori, 2009). Merriam et al. (2002) stated the following:

The researcher seeks to discover and understand a phenomenon, a process, the perspectives and worldviews of the people involved or a combination of these. Data is collected through interviews, observations, or document analysis. These data are inductively analyzed to identify the recurring patterns or common themes that cut across the data. A rich, descriptive account of the findings is presented

and discussed, using references to the literature that framed the study in the first place. (p. 6)

Considering the characteristics of a basic interpretive qualitative study, the researcher determined that the qualitative approach would yield rich, descriptive data reflective of the participants' life experiences and motivational factors.

Research Questions

The following three questions were used as guides in conducting the research in the study:

1. What life experiences contribute to the predisposition of faculty donors in giving to their institutions?
2. What intrinsic motivational elements influence faculty donors to give to their employing institution?
3. What strategies are used to solicit funding from faculty?

Site Location

In their discussion of study design, Marshall and Rossman (1999) wrote that site location was fundamental and could serve as a guide for the researcher "if the study is of a specific program, organization, place, or religion" (p. 73). Marshall & Rossman also put forth the following desirable characteristics for sites where interviews were to be conducted:

- (a) entry is possible;
- (b) there is a high probability that a rich mix of the process, people, programs, interactions, and structures of interest are present;
- (c) the researcher is likely to be able to build trusting relations with the participants in the

study; and (d) data quality and credibility of the study are reasonably assured (p. 23).

This study was conducted on the campuses of historically black colleges and universities (HBCUs) located in the southern region of the United States as defined by the U.S. Higher Education Act of 1965 with the approval of each institution and its advancement office. The HBCUs varied in classification consisting of both public and private four-year baccalaureate institutions (Carnegie Classification, 2011).

During the defense of this research study the subject of why I did not name the research and identify sites surfaced. I chose not to identify these sites for two reasons, (a) the sensitive nature of giving financially to one's institution and (b) violation of the IRB approval.

Participant Recruitment and Selection

The population of this study was comprised of individuals employed at historically black colleges and universities (HBCUs). A sample of seven faculty members were selected for interview based on two qualifications: They (a) had a history of giving to the institution and (b) were considered to have potentially valuable insights into the reasons for their charitable donations. The following guidelines were applied in finalizing the selection of participants in the study:

1. Participants were college of education faculty members and held the rank of assistant or full professor (tenured or tenure track).

2. Participants were selected by one of two methods: (a) the recommendation(s) of institutional advancement officers or their designees, or (b) the process of purposeful snowball sampling. Snowball sampling is a procedure where the researcher accesses informants through contact information provided by other informants. The process is repeated over and over again, getting larger and larger and creating a snowball effect (Merriam, 2009; Noy, 2008).
3. All participants were over the age of 18.
4. Participants did not receive compensation for participating in the interviews.

Instrumentation

The instrumentation used in this study consisted of an interview protocol (Appendix B) comprised of 29 questions organized around the three research questions. These questions were developed by the researcher based on the review of the literature. Subsequent review by, and in consultation with, the dissertation chair resulted in modifications to improve the initial questions. Prior to the actual interviews, a pilot study was conducted to ensure that the questions were aligned with the study's research questions, and further refinements were made as needed. The questions, as finalized, were used to guide discussions between the researcher and each participant in individual face-to-face interviews.

Interview questions 1-10 were used to elicit information needed to answer Research Question 1 pertaining to life experiences that contributed to participants' predisposition to be a faculty donor. Table 3 contains key life experience factors which

were linked to the literature review that was conducted for this study and were used in the development of interview questions 1-10.

Interview questions 11-21 were used to gather data from participants to answer Research Question 2 as to their intrinsic motivation for becoming faculty donors at their institutions. Interview questions 22-29 were used to query respondents regarding Research Question 3 as to strategies that were used in soliciting funds from faculty. Table 4 contains key independent relationship factors linked to the literature review that was conducted for this study and were used in the development of interview questions 11-29.

Table 3

Literature Sources: Life Experience Factors

Factors	Literature Sources
Parental Giving	Freeman, 2010
Childhood Experiences	Berking, 1999
Educational Experiences	Jackson & Nunn, 2003; Gregory, 2003
Job/Work Satisfaction	Lockett, 1996; Berking, 1999
Relationships/Friendships	Wood, Maltby, & Brown, 2011; Fleming, 1984
Religious Experience	Moody, 2011
Value of Education	Holmes, 1934; Ricard & Brown, 2008
Cultural Experience	Elliot & Covington, 2001
Understanding of Charity	Drezner, 2009; Freeman, 2010
Giving Back	Ricard & Brown, 2008
Pride in cultural background	Ricard & Brown, 2008; Vansteenkiste & Deci, 2003
Self Esteem	Berking, 1999; Deci, Vallerand, Pelletier, & Ryan, 1991
Family Traditions	Berking, 1999
Rewards and Recognition	Cascione, 2003; Vansteenkiste & Deci, 2003
Mentors	Bowman, III, 2010; Gregory, 2003
Responsibility	Self, 2011; Moody, 2011; Deci, Vallerand, Pelletier, & Ryan, 1991
Personal Goals	Elliot & Thrash, 2001; Vansteenkiste & Deci, 2003

Table 4

Literature Sources of Independent Relationship Factors

Factors	Literature Sources
Motivation	Cascione, 2003; Holland, 1997
Mission Statements	Ricard & Brown, 2008; Drezner, 2009
Student Needs	Jackson & Nunn, 2003; Coupet & Barnum, 2010; Deci, Vallerand, Pelletier, & Ryan, 1991; Drezner, 2009
University Needs	Knight, 2004; Drezner, 2009; Worth & Asp, 1994; Buchanan, 2000
Recognition	Cascione, 2003; Chen & Choi, 2005
Rewards/Promotion/Tenure	Cascione, 2003; Chen & Choi, 2005
Cultural Support	Bowman, III, 2010; Tindall & Waters, 2010
Extracurricular Programs	Bowman, III, 2010; Freeman, 2010
Historical Significance	Ricard & Brown, 2008; Gasman & Tudico, 2008; Worth, 2002
Lack of Relationship with Alma Mater	Cohen, 2008
Self Fulfillment/Actualization	Berking, 1999; Deci, Vallerand, Pelletier, & Ryan, 1991
Position at University	Holland & Miller, 1999; Chen & Choi, 2005
Position in the Community	Chen & Choi, 2005
Need/Desire for involvement	Worth, 2002; Deci, Vallerand, Pelletier, & Ryan, 1991; Drezner, 2009
Direct Solicitation	Cohen R. T., 2006
Altruism	Cascione, 2003; Berking, 1999
Obligation	Moody, 2011; Pope & Miller, 1998; Gregory, 2003

Pilot Study

According to Kim (2011), pilot studies are beneficial because they (a) allow researchers to find the issues and barriers in recruiting their potential participants, (b) allow researchers to engage themselves in a culturally appropriate way, (c) reflect the importance of the epoche process and its difficulty in conducting phenomenological inquiry, and (d) allow researchers to modify interview questions.

The researcher conducted a pilot study primarily to ensure that the research questions and interview protocol were aligned and that the researcher was following a basic interpretative qualitative research methodology. The pilot study permitted the researcher to preliminarily review all aspects of the proposed research data collection and analysis processes.

The pilot study took place at Bethune-Cookman University on September 27 and October 3 of 2011 using faculty members who were prior donors to the institution but who were not faculty in the College of Education. The results from the pilot study will be utilized solely to adjust the interview protocol. The interview protocol, as it was revised following the pilot study, appears in Appendix B.

Two faculty members agreed to participate in the pilot study. Both participants were faculty members in the freshman college general education program. Participant A also served as an advisor, and Participant B was the director of faculty development at the institution. Both participants were middle age women with more than 20 years experience within education, and neither had attended an HBCU. Participant A's highest level of education was the master's degree, and Participant B had earned a doctoral

degree in education. Adhering to Marshall and Rossman's (1999) suggestions on site location, the interviews were conducted in a private environment on the campus. The pilot study interviews were approximately 25 minutes in length. Each interview was followed by participant feedback and discussion on the topic, questions, and suggestions for changes in the interview protocol. After the pilot study, the protocol was refined as follows: Changes were made in wording on certain questions and question meaning and concepts were refined to ensure that data obtained in the interviews reflected that which would be needed to answer the research questions. In addition to providing valuable insight into the interview protocol, the pilot study allowed the researcher to practice the qualitative research methods which would be employed in the subsequent interviews conducted in the study itself.

Data Collection

Interviews

According to Teddlie and Tashakkori (2009), interviews are a powerful data collection strategy because of the one-to-one interaction between the researcher and participants. Interviews also allow for explanations of vague answers or clarification of answers that are unclear.

The fundamental purpose of the interviews conducted for this study was to understand the rationale behind faculty giving practices at their employing institutions. To accomplish this, the researcher used a basic interpretive qualitative methodology

encompassing, in part, a phenomenological approach to the research. The researcher engaged in discussion with the participants to elicit their descriptions and perceptions of themselves and their understanding of their life and motivational experiences in relation to self-determination theory. Interviews provided the structure for participants to communicate their own understanding, perspectives, and acknowledgment of meaning. A single, open-ended interview was conducted with each of the seven participants. Participants were encouraged to use their own words in describing the internal and interpersonal processes by which they defined their life experiences and motivational factors behind giving. The researcher used an interview protocol consisting of 29 questions designed to guide and prompt the participants as needed. Estimated length of time required for interviews was approximately 60 minutes per interview.

All interviews were audio recorded to ensure that the exact verbiage of participants was captured and was not left to the researcher's interpretation. The recordings were given to a third party transcription company who formatted the interview transcripts. Participants were afforded the opportunity to review the transcripts, and their comments were noted in the transcript margins.

Trustworthiness

In order to insure the credibility of the study, the researcher utilized the process of triangulation. Merriam (2009) called this process the use of multiple theories to test the data to see if it fares with the findings. For this research, the researcher was required to

confirm participants' statements during the interview using observation onsite, online, or from other individuals with different perspectives.

To ensure the validity of the study the researcher also engaged in the process of peer examination. Merriam (2009) indicated that one form of peer examination can occur when dissertation committee members read and comment on the findings. A journal and field notes were used by the researcher throughout the interview process. The journal provided a detailed account of each interview including observation notes as well as personal feelings and reflections on the site and participants (Appendix C). The journal and field notes were shared and discussed with the committee chair.

According to Marshall & Rossman (1999), researchers must establish trust with their participants. Trust was established with participants by following the institutional review board protocol to keep participants' identities confidential and being respectful of the individual, university, and community cultures throughout the duration of the study. The names and other identifying characteristics of participants were changed so as to ensure that participants' anonymity was protected.

Data Analysis

The qualitative data analysis is the analysis of various forms of narrative data, including data stored in audio, video, and other formats (Teddlie & Tashakkori, 2009). The difficulty with qualitative studies is to make sense of the massive amount of information received through the various collection formats involved in a qualitative study.

Commonly used in the organizing of qualitative data are four procedures addressed by Merriam et al. (2002): (a) categorical aggregations, (b) direct interpretation, (c) establishment of patterns, and (d) naturalistic generalizations. Categorical aggregations refers to the process of searching for a collection of instances throughout the data. Direct interpretations refers to the process of taking single instances and compiling them to create multiple instances to make more meaningful connections. Finding a relationship between two or more categories is known as establishing patterns; and naturalistic generalization refers to the meanings individuals make while reading the interpretations that they feel the experiences is their own (Merriam et al., 2002). All of the procedures of Merriam et al. were used to some extent as part of the analyses of data in this study.

Data gathered for this study were inductively analyzed using the immersion in the details and specifics of the data to discover important patterns, themes, and interrelationships. This begins with exploration and confirmation guided by analytical principles (Johnson & Christensen, 2004). The use of the inductive analysis method allowed the researcher to list the significant statements, determine meaning of those statements, and identify the essence of the phenomenon (Johnson & Christensen, 2004). It is the researcher's responsibility during this stage to determine those statements deemed significant. To reduce the amount of data, the researcher began during the interview process to analyze, interpret, and make meaning of the data. This process was continued throughout and after the interview process until categories and themes emerged.

In order to categorize emerging themes correctly, a set of rigorous coding procedures was used to guide the analysis so as to develop theoretically informed interpretations of the data. Merriam et al.'s (2002) schema of open, axial, and selective coding was also used. Open coding identifies and develops concepts in terms of their properties and dimensions. Axial coding puts the data together in new ways by making connections between a category and its subcategories to develop several main categories. Selective coding integrates the categories to form a grounded theory for the self-determination framework.

Ethical Considerations

Prior to conducting this study the researcher followed all guidelines set forth by the Institutional Review Board. The researcher included essential documentation in the appendixes.

Institutional Review Board (IRB) Authorization

In order to conduct any form of study on human subjects, authorization from the Institutional Review Board of the University of Central Florida must be obtained. Because the study involved only public employees rather than protected classes such as children or prisoners, the IRB expedited process was utilized. Permission from the IRB to conduct this study is shown in Appendix D.

Originality Score

The University of Central Florida requires all students to submit their dissertations and theses through the Turnitin.com program as a safeguard against plagiarism. Papers received through this process obtain a score that reflects the amount of text found in other submitted documents. An acceptable score defined by the graduate advisor for this program is between zero and 10%. The score for this document was. . . .

Summary

The methodology for this study has been presented in this chapter. The research design and rationale were presented along with the research questions. The methods used to conduct this qualitative research study were discussed, and the data collection and analysis procedures were explained in detail. The interview protocol developed by the researcher was presented and linked to both the review of literature and related research from which it was derived and the research questions which guided the study. The researcher followed all guidelines provided by the institutional review board (IRB) to ensure participants' anonymity.

CHAPTER 4 GIVING AT HBCUs: PROFILE AND ANALYSIS

Introduction

The purpose of this study was to find the motivational factors that could influence faculty giving to their employing institutions with the objective being for those faculty members to be employees at an HBCU in the southern region of the US. Before the study was initiated, a set of basic guidelines and requirements were created in order to have comparable data among the chosen participants. Those identifying factors were: (a) have a history of giving to the institution (b) being considered to have potentially valuable insights into the reason for their charitable donations, (c) being faculty members in the College of Education who held the rank of assistant or full professor (tenured or tenure track), and (d) being over the age of 18.

Finding and Recruiting Participants

In order to find participants that met the basic qualifications, I first contacted individuals who I knew in the institutional advancement offices at several HBCUs. The initial contact with the institutional advancement office was informal but provided great insight. Because of privacy guidelines and the sensitive nature of donor and donor recognition, institutional advancement offices could not provide me with contact information about individuals who gave to the institution. They suggested that I contact department heads who could provide me with the information that was needed. This led to a very frustrating process of finding and contacting department heads who I thought

would be of assistance to me and my sending a general email to them explaining who I was and what the study entailed. I was fortunate enough to find contact information on university websites. However, some of the information was out of date, and a few of the department heads never responded. Those who did respond were very helpful in providing me with the information I needed. The department heads provided me with contact information for individuals who had worked on or led department based giving efforts recently. These individuals were then contacted either by email or phone based on the information provided. Many of the individuals contacted suggested other individuals at their institution with whom they worked, giving me their contact information as well.

Context of Interviews and Description of Participants

Once the participants were identified either through identification by department heads or through the snowball sampling process provided by the participants themselves, interview dates and schedules were determined based on the availability of the participants and researcher. All interviews were conducted on the campus of the individual participants in their office locations.

I arrived several minutes before each interview so that I could take in the campus atmosphere, prepare field notes of my experience and emotions, and gather my thoughts regarding the study. Once I arrived at the participants' office locations, I provided them with a copy of the IRB approval letter, contact information for myself and faculty advisor if they should have any questions, and a copy of the interview protocol so that they could follow along as the interview took place. The first two pages of the interview protocol,

which provided additional background information on participants, were collected. At the beginning of almost all the interviews with individuals who I had not previously met, I was both nervous and excited. I was nervous because I was not sure about the outcome of the interview. Questions as to the clarity of questions, the willingness of participants to open up and provide me with great detail, the extent to which I would be able to have a general conversation with the participant and not be rigid ran through my mind. A few of these emotions were documented in the field notes before, during, and after the interviews.

In general, most of the participants were very open in responding to many of the questions being asked. They provided me with great detail and insight into their lives and childhood. One question that was difficult for participants was the fourth question which asked, "On a scale of 1-10 with 1 being low/poor and 10 being well to do, what would you rank your family socio-economic status growing up?" An explanation for the answer was also requested. Many of the participants did not know how to answer this question or appeared to be embarrassed if the answer was too high or too low. Most respondents chose to take a middle-of-the-road stance in responding.

Question 10, which asked interviewees to indicate if they considered themselves to be religious persons and if that conviction played a role in their giving practices, brought forth unexpected responses from the participants. The majority of participants seemed almost offended by such a question. They identified themselves as not just religious, but Christian, and stated that it was their Christian values and beliefs that made it possible for them to give and was the major reason why they gave. Many times

questions that had two parts were treated as one question in the interview itself. They were not identified as being separate responses, because it would have interrupted the flow of information.

Gathering data to answer Research Question 3 proved to be difficult, because the participants were asked to identify a process with which they were unfamiliar, or if they were familiar, they felt uncomfortable discussing the roles and effectiveness of colleagues on their campuses. Because of this reservation, questions needed to be restated several times in order to get a more detailed response from individuals.

Question 29 of the interview protocol provided interviewees with the opportunity to provide or discuss additional concerns that might be related to this study. Many of the individuals did not have anything to add. Rather, they provided the researcher with words of encouragement, suggested reading, and advice that could be used later in life or that might be of help in the process of writing a dissertation.

I took a few moments after each interview to record in written form any thoughts, questions, or concerns I had in my field notes. The field notes were useful in that they allowed me to relive various moments in the interview, the emotions that I felt, the expressions of the participants, and the unstated words that would not be reproduced in the transcript. The field notes were used during both the writing of the descriptions of participants and the data analysis to provide additional clarification of questions and thoughts regarding the participants. In the following description of the participants, names have been changed to protect their identities and the integrity of the study. The selected names of the participants were based on the names of individuals who have

influenced me throughout my life, i.e., family members, mentors, teachers, and church members. During the defense of this study it was suggested that the use of pseudonyms were confusing and could be mistaken by the reader as being real individuals who worked at the institution. The names of individuals have since been change to reflect only initials.

Dr. LA

The first participant was Dr. LA. Dr. LA has worked in education for more than 15 years and had spent the previous six years at an HBCU. She was a full time faculty member in the college of education, and held the title of Assistant Professor of Exceptional Student Education. Dr. LA was a first generation college student who grew up in the Mountain West part of the United States and was between the ages of 41-45. My first interaction with Dr. LA was via phone, when after finding her number on a university website, I called her to discuss my study. She was receptive and willing to participate in the study and to discuss her experiences of giving to the university. We scheduled an interview as soon as our schedules would allow us to meet.

I met Dr. LA in her office, which was located in the education building near the center of campus. Our meeting was scheduled during the morning hours. Her office was located on the second floor of the education building. As soon as I walked through the door and introduced myself, there was a brief power outage which I hoped would not have a negative impact on the interview. During the interview, which lasted 36 minutes,

I took field notes on Dr. LA's expressions, tone, and office appearance as it related to my study. I asked questions during and after the interview to clarify any concerns that I had.

Dr. EM

Dr. EM had worked in education for over 60 years and her entire career was at two different HBCUs. Dr. EM was born in the state of Florida and was nearly 85 years old. She was a professor in a college of education and served part-time as the United Negro College Fund (UNCF) charity campaign campus coordinator. I had met Dr. EM previously when I was doing initial research for my study, and she had been very willing to provide me with insight and direction. I contacted Dr. EM by phone to schedule our meeting. Upon my arrival, Dr. EM greeted me as if we were old friends ready to sit down for a few minutes and catch up.

Dr. EM's office was located in the education building which was very open and inviting. As I was preparing my notes for the interview, Dr. EM began talking to me about her family and mine as well. The interview felt natural, almost as if I was speaking with my grandmother. Dr. EM gave me rich and full information about her life experiences and the culture of the university. The information she provided was that which I could only receive from an individual who had the wisdom and knowledge of the interworkings of an HBCU over a period of 60 years. I knew that her experience would be essential to my study. In the 55 minute interview, Dr. EM answered each question very thoroughly, clarified all comments, and responded to any concerns that I had. Once

the interview was over, I gave Dr. EM a hug and walked her to her car so that she could be off to her next appointment.

Dr. ST

Dr. ST was full of passion and energy from the moment that I reached out to her via email. She surprised me by responding within minutes of my sending the initial email. When I asked her about her quick response, she stated it was because she wanted to share her experience. Dr. ST attended a small private college for her undergraduate degree but attended a large Research I institution for her graduate work. Dr. ST has spent the past 21 years as an Associate Professor of Special Education in her college of education. For the past nine years, she has been working at an HBCU. Prior to coming to an HBCU, she worked at a traditionally white institution, and she referred to that experience several times during the interview.

Dr. ST grew up on the west coast of the United States and was a first generation college student in her family. In addition to her role as an associate professor, she also holds several notable positions on campus. The interview was scheduled during the afternoon hours in Dr. ST's office which was located in one of the newest buildings on campus. Prior to the interview, I took the opportunity to observe the campus atmosphere and students for a few minutes. I saw Dr. ST pass by and spoke to her but did not realize who she was until I reached her office.

The interview went well, and Dr. ST was very candid about her experiences working at an HBCU. This openness gave my study balance and perspective. The

interview with Dr. ST lasted 53 minutes. Once it was over, she wished me luck with my study and escorted me out through main entrance.

Dr. BW

Dr. BW was the fourth person that I interviewed. Her kindness and compassion for her institution and college could be felt throughout the interview. When I arrived to meet Dr. BW, she was in the reception office and asked me who I was here to see. When I replied “Dr. BW,” she joked with me and said that Dr. BW was not here, asking if I could leave a message. As I began to introduce myself, she laughed and told me to follow her to her office. As a tenured professor in the college of education, Dr. BW’s office was full of memorabilia collected over nearly 47 years in education and 16 years working at an HBCU.

Dr. BW grew up in the southern region of the country where she attended a small private HBCU. She was a first generation college student and had gotten in the field of education because she believed it was in this field she could make her greatest impact. The interview with Dr. BW progressed very smoothly and was very conversational. She spoke to me as if she had known me for some time and was comfortable sharing her experiences at this particular HBCU with me. The interview lasted approximately 47 minutes. After the interview, Dr. BW discussed my ambitions and goals with me and left me with a few words of encouragement.

Dr. MJ

Dr. MJ was referred to me by another one of the participants as being an excellent candidate to discuss the topic of faculty giving. She did not disappoint. Upon meeting Dr. MJ my first impression of her was that she was serious about what she did and did not play around when it came to her institution. Not only did she work for the university she had attended the college as well. For the past 42 years she has served the institution in various roles all within the college of education and now served as a tenured professor in k-12 education.

The conversation with Dr. MJ was very candid. She let me know clearly her position when it came to institutional advancement and the role they have at the university. As we talked about her experience at the school she shared several personal stories with me that allowed for me to view her university through her eyes. The interview with Dr. MJ lasted about 30 minutes. We met at a later date to clarify some of the information that she had provided.

Dr. BM

Meeting Dr. BM was very interesting. I had arrived on campus a few minutes prior to the appointment and called her to see if she had made it to the university. She was running a few minutes behind but informed me that she would be there shortly. She warned me to “be safe” as there had been a report of a shooting a few blocks from campus. It turned out to be nothing, but I was pretty nervous as I waited for her. When she arrived, she told me that the area the school was located in was not as safe as it could

be but was one of the things the school was trying to improve. Her office, which provided a warm and comforting environment was located in a small building that also served as a classroom for students. Dr. BM's office walls were decorated only with a few posters reminding those who looked at them about the importance of education. Dr. BM had attended a public HBCU in the southern United States. Both of her parents had attended college. She had more than 20 years of experience in the K-12 education arena and had only worked at her present HBCU for two years.

After a brief conversation, we began the interview which lasted 33 minutes. Dr. BM was very critical of the school and the way the administration handled its daily business. We continued our conversation after the interview and discussed the dissertation and research in further detail. Dr. BM reminded me of the importance of finishing the degree and giving back to my community. She also indicated that if I needed her help in the future she would be more than willing to assist.

Dr. GG

Dr. GG was the last professor that I interviewed. I had first met and become acquainted with Dr. GG during my years as an undergraduate student. Thus, the interview with her was very natural and comforting. I arrived at Dr. GG's office, which had been recently relocated into one of the newest buildings on campus. Because she had just moved, there were boxes and other items everywhere. We talked briefly for a few moments (while she inputted final semester grades for her classes), catching up on life, discussing the research study, and my goals and aspirations for the future. After she

finished inputting grades we were able to begin the interview which lasted about 49 minutes.

Dr. GG had worked in the field of education for 33 years. For the past 24 years, she worked as a professor in the college of education. She attended the institution for which she presently works and grew up in the surrounding community. Because of my familiarity with Dr. GG, she gave me a lot of information that was relevant to the study and may not have been so easily acquired from someone I had not known previously.

During the interview Dr. GG shared with me a few personal stories that related to faculty giving and how much she cared for the institution. One example of this was how she sacrificed her Christmas in order for her students to be able to receive rewards and recognitions for their accomplishments throughout the semester. After the interview was over, we continued to talk and discuss various things as it related to the university and the study.

Overview of Participants

The participants in this study had been teaching or working in education for an average of 34 years and working at an HBCU for an average of 21 years. Collectively, they had nearly 238 years of education experience and 147 years employed at an HBCU. All the participants were females who were tenured professors in colleges of education and were full time faculty members. Six of the seven professors interviewed also served in some administrative capacity. Six of the seven professors interviewed grew up and attended a college or university located in the southern region of the United States, and

five had completed their undergraduate education at an HBCU. Five of the seven participants were 50 years of age or older. All the participants had given to the university and/or college of education within the past year and considered giving to be a part of their responsibility as professionals at the institution. The demographics for the seven participants are presented in Table 5.

The following section presents the data obtained in interviews with each of the seven faculty members in colleges of education who were employed at HBCUs in the southern region of the United States. Questions were developed in the interview protocol to elicit data regarding each of the three research questions. The first research question concerned the life experiences of participants which were determined to have played a major role in their giving practices. This section has been structured to report the data obtained from participants about their life experiences that contributed to their predisposition toward giving at their institution using seven categories: (a) reasons for giving, (b) childhood influences on giving, (c) family socioeconomic status, (d) recipient of financial assistance, (e) happiness in current role, (f) close working relationships, and (g) religious convictions.

Table 5

Demographics of Participants

Name of Participants (#)	Age Range	Degree Attained	Working in Education	Working at an HBCU	1st Generation College Student	University attended (undergraduate)	Race (Self Identified)
Dr. LA (1)	41-45	PhD	15	6	Yes	Private	Not identified
Dr. EM (2)	Over 65	PhD	60	60	No	Private (HBCU)	African American
Dr. ST (3)	41-45	PhD	21	9	Yes	Private	Caucasian
Dr. BW (4)	Over 65	Ed.D	47	16	Yes	Private (HBCU)	African American
Dr. MJ (5)	61-65	Ed.D	42	11	Yes	Private (HBCU)	African American
Dr. BM (6)	51-55	Ed.D	20	2	No	Public (HBCU)	African American
Dr. GG (7)	56-60	PhD	33	24	No	Public (HBCU)	African American

Note. All participants were female

Life Experiences

Research Question 1: What life experiences contribute to the predisposition of faculty donors in giving to their institutions?

Reasons for Giving

Most of the faculty who participated in this study had given similar responses to why they give. Those reasons stemmed from a personal belief that it was inherent in them, and that they were compelled by a sense of duty. I felt that this would be the ideal first question in the interviews, because it would open the conversation with a general question that would allow for the participants to express themselves in a meaningful manner. The expression and reaction to the question varied among participants. A few asked me to clarify what I meant by giving. But I did not want to lead them in anyway. I preferred to allow the conversation to begin naturally. Thus, I simply said, “Tell me in your words what is giving and why you give.” This seemed to work. Other participants were more ready with their responses and immediately began to describe why they gave.

In an effort to explain her reasoning, Dr. BM stated:

Having grown up in an educational family and a giving family, it’s just human nature for me to give. I’ve taught public schools but even before I taught school I can remember being in high school I used to volunteer during the summer in the Head Start programs and helped the kids in my community learn to read and to do things so it comes natural for me to give. It’s my Christian duty. (Transcribed Record (TR 6, Line 12)

Dr. EM also shared her sentiments concerning why she gives of her time, energy, and money:

My answer is very obvious but it doesn't sound real. I give because I know I should but I give because I want to give. I really give because I want to but behind that I feel compelled to. Nobody compels me. I am compelled to do that. (TR 2, Line 12)

Dr. ST summed it up perfectly with her response that combined a sense of duty and obligation:

It probably stems from a belief of mine that I believe I was called to this place. I was at a predominately white institution for four years and after a project there I realized that I really had a strong desire to do teacher preparation in urban schools and so I felt compelled to find a minority institution because I thought that was our best bet because those were the people who cared the most. I think my predisposition towards giving is really based on this belief that this is how I make a difference.

I believe I'm a highly skilled teacher educator. I believe I have some of the best training in the nation. I graduated from a top 10 program and I believe if minority teachers are really going to make a difference in urban schools they have to have the best preparation. (TR 3, Line 22)

The literature on why individuals give supports the information provided by the participants and will be discussed in Chapter 5.

Childhood Influences on Giving

The majority of the participants in this study pointed to two particular areas when queried about the influences on their giving practices during their childhood. One was the impact that religion and the church had on training them to be givers, and the other was the influence of family members. Because this related directly to life experiences, I was very interested to see what participants would say about their childhood influences. When the participants were asked this question, there always seemed to be a moment of hesitation and reflection which almost always was followed by a story of a childhood memory. Dr. MJ stated: "I grew up in a church where tithing and giving were a part of

what we did. That's what kind of got me on to understanding from a Biblical standpoint the more you give the more you receive" (TR 5, Line 33).

Dr. BW stated, "Most of our giving was through the church so we could help others who were less fortunate" (TR 4, Line 37). Dr. LA also shared her thoughts that the biggest influence in her childhood was the church: That would probably be the one area that made the most significant impact on me in terms of time and financial donations" (TR 1, Line 32).

In addition to the church, respondents also listed their parents as being role models who influenced their giving practices. Dr. BM shared several stories with me about the involvement her family had over several generations in giving back to the community and to each other. When asked who has influenced her giving practices Dr. BM stated:

My mother, my grandmother, my great grandmother all. I grew up in a small town. My great grandmother is today still recognized and honored. She's passed away but she's still recognized and honored as being the person that led a campaign if you will of the "little gleaners" with the penny, the dime, and the nickels. She actually organized the community and they purchased some land from some white folk to actually build a school for little black kids. That was my great grandmother. So my great grandmother is known in that area, as being the first PTA person and that was when my grandfather was little.

When there was a need of anything, we did it. My grandmother was the president of the mission society in the community as well as the mission of the church. My grandmother was the lead and so whenever something was needed, they would call her and she got folk together. I can actually remember stuff being in the corner in our house and my grandmother would say don't bother that. That's the church stuff. (TR 6, Line 27)

Family Socioeconomic Status

In order to gain an accurate perception of the impact of family giving practices, it was important to review how faculty perceived their own level of socioeconomic status growing up. When asked this question, faculty members exhibited signs of discomfort and were somewhat reserved in their responses. I attributed this to the sensitive nature of the question. No participants wanted their families or backgrounds to appear to be elitist. Most of the faculty members paused and thought extensively before responding. When they did respond, nearly all of the faculty interviewed stated that their family level of income was a little above average. They typically ranked themselves between a 6 and 7 on a scale of 1-10 with 1 being poor and 10 being well-to-do. A few faculty members found difficulty in even assigning a rank. Dr. BM stated:

Well, I would not say we were wanting. By no means would I say we were a 10. But as I look back, I now have a more realistic assessment than I did then because as a kid I think my view would have been that we would have been maybe an eight because I'm the youngest one, I'm the grandchild and I'm seeing all of this. But realistically as I talk to family members and they tell me how things were happening I would say that at best we were perhaps six or seven, no more, certainly no more than seven because my grandfather and my grandmother were advocates of education.

The socioeconomic status of our house was certainly no different than the average household. We had to as I look back we had to save, we had to work, we had to budget, and my grandparents did a really, really good job because they educated four children and at the same time two of my grandfather's sisters. (TR 6, Line 77)

In addition Dr. ST stated:

My dad and step-mom in high school they had eight kids they were raising. We lived in a big house, but there were a bunch of us. Sometimes my dad had to break open his change jar just so we all could eat, and I'd go pay for my school lunch with pennies. I would tell you we were probably a six, somewhere in that middle-class range with the stay at home step-mom and my dad working three jobs. (TR 3, Line 107)

Dr. LA gave a similar perspective:

Growing up I think about probably the fact that I didn't have to worry about where my next meal was going to come from. I didn't have to worry about a roof over my head but we also weren't extravagant in terms of just throwing money away. I mean we were very conscious that it was roof over your head, clothes on your back, food in your stomach and that's the essentials, and all the rest is just over the top. (TR 1, Line 56)

Recipient of Financial Assistance

Financial assistance, whether it was needs based or determined from academic achievement, played a major role in why the participants in this study decided to give. All the participants of the study received some type of financial assistance to attend school. When asked if the assistance gave them a sense of duty to give back, the responses were unanimously "yes." The participants expressed a sense of pride when talking about the financial assistance that they received, especially when that assistance was based on academic excellences. The participants would sit up tall, look straight at me, and talk about what a blessing it was for them to have received financial assistance. This created an even greater sense of pride and duty in the participants. Dr. BM stated:

Blessings, are given to be shared; and in fact that's what I am doing. That's the only way you're going to get it. The Scripture tells you cast it on the water and it'll come back. You can't get it if you don't give. (TR 6, Line 138)

Dr. MJ talked about her inherent duty in terms of the training she received from her undergraduate institution and the responsibility she had to that school because of what it did for her. She stated, "I definitely have a duty or responsibility. That's what we were trained here at [X] college. That's why I come to work every day in education so that I can give back to the students" (TR 5, Line 72). In addition, Dr. BW stated,

Because other people helped me to get where I am. Even though I am not able to work at [X] college, I'm able to work here so I'm giving back because I'm still working at an HBCU. Therefore, that old saying to whom much is given, much is required applies to me. (TR 4, Line 96)

Dr. ST stated:

Absolutely. I think all of us have a duty towards the world we live in. It's funny. I'm in the process of getting licensed for foster care. I'm waiting. I'm in the waiting game. I've been approved and I'm waiting for them to put kids in my home because they're wards of the state and I believe we all have an obligation. If there is a community need, I think we all have to pitch in and do something about it because community problems become our problems. That's why I think if you address the needs as a community, community highlights, we all celebrate in those things so I think we do have a responsibility to our communities. (TR 3, Line 139)

Happiness in Current Role

The life experiences of faculty members refers to their backgrounds as well as their current positions and roles in life. Faculty members were asked how happy they were in their current positions. They reported, overall, that they were happy, and they provided justifications and reasons for their happiness which I found interesting. For example, Dr. BW justified her happiness in anticipating her retirement, stating, "I'm perfectly happy with the position that I'm in. In 2014/15 I will be retiring because that will be 50 years as an educator so I think that's probably enough" (TR 4, Line 108).

Dr. GG shared similar sentiments about her current happiness, stating:

I'm happy to be in this position but it wasn't a position I sought. I stepped in this position sort of like a duty or responsibility when the department chair and I were coming up on DOE accreditation and because of my commitment and loyalty to this department and the university, I felt I had to step in because no one else would step in to take it. So I'm okay about being in the current position. I didn't seek it. I actually prior to coming back to the department had a higher position as an assistant dean and at this point I'm two years before I DROP. I'm not really inspiring for a different position or higher position. I've already had the higher

position and came back to the department when I was assistant dean in the college of education. (TR 7, Line 105)

Dr. ST talked about sacrificing her happiness for the greater good of the university:

Currently I'm in a kind of a new position. I work too much and I hate that. I love the challenge of the new kinds of stuff they ask me to do. I really like being a faculty member and I would be happy staying as a faculty member and I want you to know I'm completely torn all the time as to whether I want to continue with these extra things they're asking us to do. But also concerned that if I don't do some of these extra duties that it will be problematic with some of our accreditation and our approval status so I'm in this conundrum that I want the university to survive and do well, not just survive but I want it to do well. (TR 3, Line 161)

Similar to other faculty members, Dr. BM expressed her happiness and joy in working at the university. In addition, she spoke of the importance of her work and what a gift it was to be able to do what she did for her school and students. She stated:

I'm okay. I must say that I'm enjoying what I'm doing because I'm doing what I've always wanted to do and that is to teach folk how to teach children with special needs. So I'm enjoying that. Do I aspire a different position? No, all I want to do is teach school. That's all. I want to teach school. I want to be used. It's a gift. I really believe it's a gift. I know that it can be, there are skills that can be taught but there's the with-it-ness cannot be taught. It's innate. It really is a gift. I want to be most effective in the gift that God has given to me. I realize that the product of my students measures my effectiveness. Whatever they accomplish and whatever they achieve, then I've been effective. That's really all I want to do. I want to teach. I want to come here. I want to teach school. I want to make a difference and I want to go home. (TR 6, Line 145)

Close Working Relationships

Having the opportunity to work closely with one's colleagues can influence the giving practices of individuals. Being able to share ideas, stories, and experiences can have a positive impact on those working for the university. The faculty interviewed in

the study expressed the positive influence that working with colleagues had on their giving experience. Many of the faculty members smiled and showed genuine interest in this question. This was interesting because as they talked about their close working relationships, they shared very unique stories about how faculty in their department would pull together for the greater good. Dr. LA stated:

Yes. I think that within our department we're all very close and we're all dedicated to the mission of the university. We have strong leadership. We collaborate with the schools in [X] County. I'm giving a service which is my time, energy, and expertise not necessarily money but it saves the school money because now they don't have to hire a sub. Other faculty members were there so yes, we definitely work collaboratively, we are strategic about our service and we try to provide as much as we can to as many people as we can within the community with what we have. (TR 1, Line 107)

Dr. ST discussed her close relationship with other faculty members and how they would openly discuss giving among each other:

Yes, I have at least one very close relationship with someone here and then several of my colleagues I would consider myself to be close with. And yes from time to time, absolutely particularly the person that I'm really close to I talk openly about some of the things that I do and participate in. Sometimes we talk about doing things together. Even talking about this fundraising idea at the school. My charitable donations are the reason that I don't pay a bunch of taxes back. (TR 3, Line 183)

Dr. BW, during her interview, shared how the close working relationships within her department made it easier for her to discuss giving with her peers:

There are some people I'm very close to on this campus. Some more than others. Primarily the people that I have worked directly with are the ones. I can't say that I have any apprehensions about other people. It's just that the people that I work with I find it comfortable working with them.

We talk about the fact that I'm on the Board of Sickle-cell Foundation and I sometimes talk about giving to the Sickle-cell Foundation. I work with breast cancer sometimes so I talk with them about supporting breast cancer. We also talk about giving; we have a breakfast for MLK in the spring and when students are

not able to pay, I encourage faculty to give a donation to pay for a student to attend the breakfast, those kinds of things. (TR 4, Line 127)

Religious Conviction and Giving

When asked about the role that religion played in their giving practice, all faculty interviewed stated first and foremost, and without hesitation, that they were not religious but they were Christian, letting me know that there was a clear distinction between the two. The response to this question was surprising, although given the backgrounds of growing up in a culture of giving, I should have assumed this would be a likely response. It was, however, as if I had offended them by asking such a question. The clarifications and comments that they made did clear up any confusion that I had about their immediate responses. Dr. EM shared her feelings by simply saying, “I try to do it in accordance with what He gives me and that’s not just to the school now. It’s giving period” (TR 2, Line 150). Dr. BM stated, “I don’t consider myself to be a religious person. I am a Christian, and yes, it does govern what I do” (TR 6, Line 173).

Dr. ST stated:

I identify myself as a Christian, not a religious person, a devout one, and a knowledgeable one, and part of that whole giving back to God one-tenth. I do believe giving one-tenth is Biblical. I strive to make that the minimum of what I give. That’s just to my church. So I believe that one-tenth of my income coming in has to go at a minimum. Then outside of that I look for other ways beyond to give to other types of things.

Because of my Christian beliefs I believe that we have the capacity to do what God has allowed us to do. I believe that everything comes from Him so therefore I am not rich because I earned it. I also believe that what’s been given to me I’m a steward of it. I wasn’t the originator of it. So I feed myself and house myself and that’s one of the things I said.

The fact that this school has a religious background was a bonus. I saw that it was a [X] based school and I was raised [X] so I know some of our faith stuff would align. I thought that was a bonus. I knew I wanted to come to a

minority institution and even when I was at a state institution before I never said I wanted to go to a faith institution. (TR 3, Line 228)

Dr. GG shared a similar story stating:

I wouldn't use the word religious I consider myself a spiritual person. We talk about what it means to be religious and how that life style plays a role in giving and not just giving to the university but other mean as well. For instance I will volunteer. In addition my current role in the department right now I would consider it a service because my last five years I had not planned to serve in any administrative roles. But I think because I am spiritual the underlying thing is man why would you not do it if you can do it and no one else would do it what would happen if you don't do it? I think those are all kind of not necessarily ethical questions but I think they come from a spiritual base; the caring, the love for the institution, the right thing for me to do. What would God have me do? And so I do think it does play a role in giving to the university as well as outside the institution. An example of giving outside the university was this past Saturday a few other women and myself worked down at the homeless shelter. We served Christmas dinner and that's something we do. We serve the homeless and that kind of thing as well as giving. I feel like that builds on the foundation of spirituality and what that means to be spiritual. You know being a follower of the ultimate giver. (TR 7, Line 128)

Dr. BW shared this comment:

Yes I consider myself a religious person but even if I were not religious I would still give. From the religious perspective all that we have belongs to God. We are obligated to give to those who are less fortunate and to give back to the support of the ministry. That I firmly believe. I know so many students who have issues with finances. Many times we have I don't want to say taken up an offering. What we have done is collected funds to help students do what they needed to do. Students who needed to take tests and didn't have the money to take the tests, and different faculty members have given them the money for the test.

I had always planned to work at an HBCU but I had planned to work longer before I retired but because of difference in administration and I was eligible to retire, I talked with the pastor at my church and the moderator of our convention area and what they said to me since I was able to retire at full retirement that I had an obligation to give back. I asked for a sign from God in order to make that decision, which I got otherwise, I wouldn't have come. So other people influenced my decision by reminding me that I had an obligation to give back. I came here and it was half the salary I was making in public schools. So I think that was giving back. (TR 4 Line 136)

Dr. LA referred to her religious practices being based on faith as it related to giving, stating, “I don’t know that my religious practice influences my giving. I think it’s more of faith in that if I listen carefully I will be where I need to be, doing what I need to do” (TR 1, Line 135).

Table 6 provides a graphic display of participant responses related to their life experiences and the manner in which those experiences contributed to their predisposition as donors. Responses for each participant were categorized and revealed many similarities and some differences in regard to life experiences that influenced their giving practices.

Table 6

Participant Responses: Life Experiences Contributing to the Predisposition of Faculty Donors

Voices of Participants for Research Question 1	Participants						
	LA	EM	ST	BW	MJ	BM	GG
Similar Voices							
Duty	X		X		X	X	
Responsibility	X		X				
Religious background	X	X	X	X	X	X	X
Family Background			X			X	X
Middle Class	X		X	X	X		
HBCU (undergraduate)		X		X	X	X	X
Financial Aid	X	X	X	X		X	
Community		X	X	X		X	X
Joyful		X		X	X		X
Close Relationships	X		X	X	X	X	X
Different Voices							
Want/Desire		X					
Calling			X				
Make a difference			X				
Give Back				X	X		
Loyalty							X

Intrinsic Motivation

Research Question 2: What intrinsic motivational elements influence faculty donors to give to their employing institution?

The interview protocol was structured to elicit data regarding intrinsic motivation using the following four categories: (a) recognition of giving, (b) internal feelings from giving, (c) working for an HBCU, and (d) relationship with alma mater in terms of giving.

Recognition of Giving

When asked if the chances for recognition or promotion influenced their giving practices, faculty indicated that it did not. The response and reaction to this question by the faculty members was surprising because it contradicted information found in the review of the literature. Participants frowned as they explained their responses and showed genuine emotion of displeasure. It was as if even considering getting something in return for their gifts was beneath them. Without prompting, the participants explained thoroughly how they felt and what they meant. Dr. EM stated:

No. I think we get caught up in that mainly because we want to be sure that the powers that be know that we give otherwise that wouldn't bother me at all. It's like when you give to church. Everybody wants to know I wonder where my money is going. Once I give it, I'm through with it. They can throw it in the trash if the Lord tells you to do that and I know he won't. I don't seek recognition. It comes to me but I don't seek it. (TR 2, Line 164)

When asked if recognition played a role in her giving practices, Dr. ST replied, "No. I don't want the recognition. Whether they acknowledge me or not, I would never want them to say that I gave them money. I always prefer that private" (TR 3, Line 288).

Dr. LA simply stated that, “The more recognition they try and give, it kind of takes away from what you did, so I don’t really like that” (TR 1, Line 149).

Internal Feelings From Giving

In the literature on intrinsic motivation, reference is frequently made to the internal feelings that individuals have when they give and the emotions associated with those feelings. In their interviews, faculty members were very insightful in expressing those feelings and describing how they felt when they were able to give back to their universities. My initial queries into this area brought forth repeated requests from faculty for further clarification. To explain the question better I asked faculty to “describe what it feels like when you know that it was your donation, or the extra time that you put in, that allowed for a student to be successful, and what does that feeling feel like when that student returns and tells you that ‘It was the help you gave me that allowed for me to succeed’?” Dr. LA described herself as feeling humble:

I mean for me because I don’t really think about it. It just happens. I have a sense of accomplishment so I feel energy and accomplishment. When I’m able to give of my time, energy, and efforts especially to students I feel humble. Very, very humble because I feel that I’m there but really they did the work. They did what they needed to do and I feel incredibly humbled when somebody says that with our interns because I think giving and receiving are sort of hand in hand so when I give, I’m also receiving from the other person. That’s in the moment so later when somebody comes back and says that really had an impact on me it’s like wow. It’s kind of confusing and very humbling. (TR 1, Line 172)

When asked to describe the last time she made a donation and to discuss the ultimate reason that led to her giving, Dr. LA responded:

I gave of my time and expertise to one of our local schools. I gave because it was the right thing to do. I give what I can. I would like to be able to give more or be

able to get a grant for the teachers so I can give them money. That's what I would like to be able to do. But we don't have the time in the school. We just don't have time to pursue a lot of the things that we'd like to do as faculty here and so what I can do is what I can do which is give my time and expertise. (TR 1, Line 202)

Dr. EM described the feeling she had when she gave as being a good feeling. Smiling, she related it to her religious background:

It's a good feeling because, and not because it's in the Bible but when I give, I'm not saying 'Oh Lord I don't want to do this with him.' No, because if I felt that way, I wouldn't give. No, I give because I want to and because I can. (TR 2, Line 183)

Dr. EM discussed her last experience of giving and what led to that giving:

There was a need to give for that cause. Seeing the need, I was glad that I could help in some small way. I guess for me it's a feeling of gratitude that I could help and I've done that. I've given of my means when I knew that was the thing to do. I had to know it or I wasn't giving you this money. That's what I meant by that. It had to be the right motivation for me to do and I do. I constantly do. I did yesterday. I gave somebody gas money. I don't expect to get that back. But it's not a loss because somebody will do something for me. It doesn't have to be the same kind of thing. There's far more than that. (TR 2, Line 198)

Dr. ST described her giving as a feeling of being relieved that she had done what she promised or resolved to do.

Yeah it's more of I find myself in resolve. When you commit and you resolve yourself to do something and you tell yourself you've got to move on it or it nags at you and then you finally give and it's the ah, okay I did that (TR 3, Line 298).

Dr. BW described her feeling of giving as exciting and expressed herself as follows:

I feel good. I feel an adrenaline rush because I've done something for someone else. In my belief it's not what I do for me that's going to be the ultimate decider of my faith. It's what I've done for others. That's why I try to help. (TR 4, Line 222)

Dr. GG used a religious context to explain the feeling she gets when giving.

Well okay I've got to go back to the spiritual again. You know in the Scripture it says it's more blessed to give than to receive and actually I am very giving just in general. I'm a very giving person. And it's hard to describe the feeling it gives you but to me it's a greater level of satisfaction truly than necessarily receiving. I mean it's nice to receive sometimes and it's good but it's not the same feeling that I get in giving. I don't know how to describe it but it is. I love to give. I really do. I don't know how to describe the feeling though. I guess it's a feeling of great satisfaction basically and it's not something that I hold onto. It's that feeling and then it's gone. Then I'm giving again and it's gone because otherwise you can get like oh me, I'm giving. You know what I'm saying if you held onto it. So it's like it's something I do and then I'm done and onto the next kind of thing. (TR 7, Line 172)

When asked to describe her last giving experience, she referred to a personal sacrifice she made to the department:

This is not anything I have to do but just this past week I know we don't really have any money in our department right now to speak of. I gave a student seminar called the hyper experience and I invited all of the majors and the interns going out and interns coming in, all of the faculty and I not only provided lunch but I prepared the whole lunch and bought the outgoing gifts for the interns as they were leaving and just did everything to do with it. Right now I'm not in a real great financial situation to be doing it but it was like hey if this and I remember my husband John asked this be my Christmas gift then so be it because this is what I want to do. (TR 7, Line 197)

Working for an HBCU

When asked to describe how working at an HBCU influenced their giving practices, faculty interviewed shared various information stemming from students, university missions, need of the college, and misinformation. As indicated by their facial expressions and changes in tone, the responses to this question were deeply rooted in the participants' values. For many of the faculty, especially the ones who had attended an HBCU, working for an HBCU just came with the territory. They knew that it was their calling to give back to those who had given to them. If that meant working for an HBCU,

so be it. As faculty heard this question, they begin to show that level of concern that one normally sees in a motherly figure about to teach a lesson. The lesson being taught here was that working at an HBCU allowed them to fulfill a purpose in their lives. Dr. EM stated simply. "I'm influenced by the fact that our students need it. I'm happy that I can contribute in some small way" (TR 2, Line 234). Dr. LA expressed that the mission of HBCUs influence her giving in the following way:

Well I think it's because its mission driven first and foremost; when working at HBCU anyone has to realize that it is mission driven. Because it's about the mission, I think that you have to relinquish some of that individuality. It's like professional selfishness. You can't focus on research and pursuing grants. You have to focus on the classroom. Working at a mission driven school that's also very small, you realize that the students because we're a teaching university, we're not a research one university students can't take a hit. Especially in the education department our students are so enthusiastic and they're not jaded at all about education. I think that reflects the entire climate at an HBCU. It's our mission. I buy into the mission. (TR 1, Line 212)

Dr. ST expressed her deep concern of how HBCUs influence her to give. She sat up in her seat and looked directly at me as she began to explain why she works for an HBCU. She shared the following information:

I do know that I probably give more of my time and talents than I ever have before because we're small places, we're under-funded, and always with a lot of needs. I think there's always a compelling story. You can work at a big institution with 20,000 students and nobody is telling you to do this. One time at my old school one of our students house burned down and I was cleaning out my house, I put a whole box of old dishes to donate to them. That was like one time in four years. That kind of stuff happens around here all the time. Somebody died, they lost their home, I mean there's food, there's money contribution. I give way more I mean finances, items of mine because there are needs. I don't know if it's more needs or the fact that we're so small you know about everything as opposed to when you're at a big place nobody says anything. (TR 3, Line 354)

When asked about the influence HBCUs had on her giving practices, Dr. GG discussed the misconception of giving when it comes to HBCUs and how those reasons influenced her giving. She sharing the following:

I think at HBCU's we tend not to give like the big majority schools and I think there are several reasons. I think part of it is we're not as large and number two some people are not as successful financially. But I also think some historical cultural issues kind of play a role and because I know that then it makes me want to give more. You know it makes me think about giving because I'm like I know this institution needs it. The sustaining of HBCU's is critical to me for us as African Americans that we do that and so with that in mind I'm like hey if we don't do it who is going to do it. (TR 7, Line 211)

When asked, "Do you feel that the university can use its charitable donations?", all faculty indicated that the donations were very much needed. Because of increasing budget cuts and limited funds being brought into the university through the advancement office, any money received would help out in some way. Faculty shared sentiments similar to those found in the literature review concerning institutional advancement offices and the critical state in which HBCUs find themselves. Williams (2010) stated that HBCU advancement offices fall short of many campus wide goals and initiatives to raise funds when it comes to campus wide fundraisers.

The literature on HBCUs referred to the mission statements as being unique and important to faculty of these institutions. Ricard and Brown (2008) stated that the mission statement provides for faculty and staff a sense of obligation to give back to their community. Dr. LA commented on the extent to which the university was mission driven. However, when asked directly if HBCUs adhered to their mission statement, the majority of the faculty interviewed stated that the institution strives to observe and follow the mission statement but usually falls short. Dr. BM went so far as to say that the

University fails to follow its mission statement by not stressing that students learn about high moral and spiritual values as a core part of their experience in attending an HBCU.

Dr. GG discussed how the institution always strives to reach the mission of the university. She stated:

I think it does and I think it makes every attempt to. I think when you have a mission statement your mission statement is close to your vision and you're always aspiring. You get what I'm saying so I think they're pretty closely adheres to the mission and a lot of reports we have to turn in and so forth and so on is always right back to the mission statement. So yeah I think the attempt is to adhere to the mission statement. I think we do primarily. (TR 7, Line 243)

The need to strive towards the goal of the mission statement was expressed by the majority of the participants. They believed that their focus should always be to adhere to the mission statement. All faculty interviewed agreed that HBCUs are needed in the 21st century because they are important to the African American community and serve a specific need. Dr. LA discussed specifically that HBCUs fill a specific role in providing minority teacher education. Dr. ST shared that HBCUs were important because they allowed students to build a strong sense of community, teach black history, and heritage. Dr. ST also discussed the deep commitment of HBCUs and their students to seeing a change in their communities once they graduate. Dr. BW shared that for many students this was their only opportunity for higher education and earning a college degree. Dr. BW stated,

Because of the nurturing role that HBCUs play in many students lives and for a lot of first generation students who have never been to college many of them need that nurturing environment that cant be provided at larger institutions. (TR 4, Line 305)

Dr. GG stated,

We relate to our students better and understand the situations that they find themselves in can help them out better because many times we have been through those same experiences and can help them out and better prepare them for the real world. (TR 7, Line 260)

When asked to describe the feeling that they get knowing that their financial contributions have helped the university, those interviewed shared similar thoughts regarding their good feelings knowing that they could be of assistance. However, most of the faculty believed that their giving had little impact on the overall university. Dr. ST stated the following:

Well none of my giving is that big. I mean I know that every dollar helps. I've got to tell you, every now and then I think that if I ever came into money, whether inheritance or something like that, I always think that I would give the institution part of that. I always think my first thought is contributing towards the church because that's the way I'm taught as a Christian. But my second thought is always to my employer here. I think we try to do a lot with very little money and resources and it stinks. I wish we had a lot more money. Being at a place with large endowments and having a very low endowment here, I find very troubling. I would love to experience that feeling more often. I wish I actually had more to give. (TR 3, Line 481)

Many of the faculty believed that money given to the university should go directly to the students. Dr. EM's comments represent their thinking well:

Students will come and say, or make a statement like if it were not for this or that, or the other I couldn't have stayed. And they mention United Negro College Fund and that's very rewarding when a person can realize what has helped them to make it over so to speak. Yeah, that's very rewarding. (TR 2, Line 350)

Relation With Alma Mater in Terms of Giving

Giving to one's employing institution is a different relationship than giving to one's alma mater. Two of the participants in the study attended the HBCU at which they were currently employed. When asked, a few of the faculty hesitated for a moment to

reflect on the question. A few of the participants talked directly about the needs at their employing institution being great and their ability to see those needs clearly because they were there on a daily bases. Dr. BW responded:

Yes. I give to my alma mater but I give more to my employing institution because I work here and I have a vested interest in making sure this institution survives. Now I love my alma mater and I do support them but it's not an equal contribution. Greater to my employing institution, a lesser contribution to my alma mater but I do give. (TR 4, Line 262)

Dr. MJ stated, "I use to buy the tag from my alma mater and support them, but since I came to this institution my focus has been on this HBCU because it has such great needs" (TR 5, Line 186). Dr. BM shared similar feelings, saying that because she is employed at her HBCU, her relationship in terms of giving "is stronger here because there is an immediate need to help and that need is constant" (TR 6, Line 250).

Table 7 provides a graphic display of participant responses related to the intrinsic motivational elements influencing faculty donors. Responses for each participant were categorized and revealed many similarities and some differences in regard to intrinsic motivational factors that influenced their giving practices.

Table 7

Participant Responses: Intrinsic Motivational Elements Influencing Faculty Donors

Voices of Participants for Research Question 2	Participants						
	LA	EM	ST	BW	MJ	BM	GG
Similar Voices							
No Recognition	X	X	X	X	X	X	X
Internal Feeling or Duty to give		X		X	X	X	X
Benefits for students		X		X		X	
Mission	X	X	X	X	X		X
University Needs		X	X	X	X	X	X
HBCU importance	X	X	X	X	X	X	X
Community Leader		X	X	X			X
Different Voices							
Humble feeling when giving	X						
Sense of Relief/Satisfaction			X				X
Exciting				X			X
Right Thing to Do	X						
Sense of Gratitude to be able to help		X					

Institutional Advancement Practices

Research Question 3: What strategies are used to solicit funding from faculty?

The interview protocol was structured to elicit data regarding the strategies that were used in soliciting funds from faculty. Responses to this line of questioning yielded a description of institutional advancement practices. Participants were initially asked to describe when and how institutional advancement offices approached them. Their responses were, for the most part, limited. They referred to having been sent an email, receiving reminders at faculty meetings at the beginning of each semester and gentle reminders in the hallways, and requests to support one or two events throughout the year. Faculty also suggested that the institutional advancement department could do more.

Faculty were also asked to discuss “how effective a job” they felt that institutional advancement offices performed at their employing institutions. When asked this question, it was apparent that a few of the participants felt uncomfortable talking about the institutional advancement office: Changes in vocal tone and a slight agitation were signals that there was uneasiness about asking any tough questions about the institutional advancement office. It was at this point in the interview that many of the participants reminded me to not include their names in the study, because they did not want to be identified. In addition, several of the faculty could not describe the effectiveness of their institutional advancement offices because there had been a lot of change. Dr. ST shared her views:

We've had a changeover so we have a new institutional advancement director. It's hard to know what she's doing. Our last advancement person I thought he didn't do anything. I thought if we just didn't hire him and we saved the money they paid him for two years that would have been more money our university had than what we paid him to bring in nothing. Obviously I'm very critical. I'm not sure that really anything has been brought in this year since we've had a person our new person. I don't know how long she's technically been here. I'm not saying she's not working on stuff. In general there's not a lot of great communication to kind of tell you about all these things happening. I think if they want us to talk positively about it and us to feel compelled to give and get excited, yes. I think that they should do a lot more communication. Don't you think if you want to build community and excitement and money that's coming in, don't you think you would tell people? Maybe that's why they're not talking to us because nothing has been received. So I don't know. I hear people are getting fired left and right out of that office but still no money. You can fire and hire all day long. At the end of the day if we just saved all their salaries think about how much money we would have left in the budget. I mean why hire people to do nothing. I'm sure they're doing something. It just none of it seems to be generating into any money. (TR 3, Line 544)

Dr. BW expressed her thoughts:

I think it does the best it can with the resources that they have available. That's what you asked. But I really don't have any other thing. We have a new person in

the institutional advancement. They just got here so I know they're reaching out. They're doing things in the community. They're asking for support. The president is showing up at different places and senior administration participating in different things. So I think they're trying. Now how effective it's been I don't know. (TR 4, Line 412)

Dr. GG shared her comments saying:

I don't know. I really don't have a clue but I will say I think their outreach has been more comprehensive. I've seen them and I hear from them now doing more outreach for contributions and so but I can't say how effective it is but I know part of the effectiveness in giving or the success in giving comes from the effectiveness in marketing and so forth and so probably its better or getting better. Yeah but how effective I can't say because I don't know what to compare it to. (TR 7, Line 349)

Dr. BM was very critical stating that she wouldn't know the institutional advancement office was here if someone didn't tell her. You could hear in her tone that she was very displeased with the efforts of the institutional advancement at her institution. Frustration, disappointment, and displeasure were all apparent as she talked about the lack of presence from the institutional advancement department. Dr. LA and Dr. EM stated that they felt the institutional advancement offices did fairly well. When queried, however, regarding familiarity with the institutional advancement , Dr. LA did not know any of them.

The participants were also asked to explain the roles of the institutional advancement office in their own words. Dr. ST, in defining the office's role, replied, Their role is to really I think it is to advance, to make our institution known in a positive light, and also bring people here and for us to go places in order to be known and then in order to raise funds and build our profile so to speak. I know that they are trying to build

a presence so they do that. So it's not just about money. It's just they haven't got the money part down. (TR 3, Line 579)

Dr. BW stated,

Basically what I understand the role is here is to be a major fundraising arm of the university. Especially when you're talking about large gifts. And they are expected to make the connections with the different organizations to encourage them to support the institution financially and if it's not financially through in kind services. (TR 4, Line 422)

Dr. BM shared the following:

Just what it says, advancing the institution whatever is needed in terms of certainly in terms of funds, in terms of growth, the new ideas, philanthropy, getting out there, doing new things, making the college more visible, helping the college grow, bringing in new funds, bringing in support, everything. Not just for the finance of the school but even with the camaraderie and even with the socioeconomic growth, the departments within the school. (TR 6, Line 399)

Dr. GG stated:

The purpose of this office is to promote the university in a very positive light so have a strong marketing package program so that individuals would be willing and have an interest in giving to the university. So I guess that would kind of to me explain their role, try to bring in dollars to support our programs and students. (TR 7, Line 359)

The roles of the president and board of trustees is very important in terms of raising funding, and the participants were asked to describe these roles at their institutions. The majority of the faculty expressed similar ideas concerning these roles. Faculty used terms such as "leading role, significant role, chief fundraiser" to describe their presidents. In addition Dr. LA stated:

I think that's part of their role is to secure grants to go after to find alumni, to find donors and things like that. So I think that is a huge part of what they do but I don't think it necessarily means it comes out of their pocket. I think that in that sense, they're giving is finding the sources and then providing that information to people who could secure it or in deed doing it themselves. (TR 1, Line 376)

Dr. EM stated the following in regard to the role of the Board of Trustees:

They give. That's all I can tell you. That's a part of it. What they're supposed to do, you're on the Board because you can give. Let's face it, okay. Board of trustees as well as associate trustees because there's another group. I don't know whether that's the next step for the next group. I don't know that but the idea is that you can give of your time, your talent, and your money. Yes, you can quote me on that one. (TR 2, Line 525)

Participants were also asked if they had been approach by other administrators, faculty, or students asking them to give and support the institution. Those interviewed stated that student groups approached them all the time asking for small support for their clubs and organizations. They also indicated that other faculty and some administrators within the department would ask for support for current projects or needs. When asked which group (other faculty, administrators, or students) would have the biggest impact on their giving, participants were split. All agreed that students and their stories make it hard not to support or give when asked. But faculty also indicated that their personal relationships with administrators made it easy to support or give to an institutional need.

Faculty members were also asked to describe what areas they believed should receive more attention from the institutional advancement office. The majority of participants expressed that more attention needed to be given to students and scholarships. Dr. BM stated:

Yes. Now you want me to tell you which ones. Funds, scholarships, supplies not just for the offices and for the employees but even for the students. Now I don't think books should be given to the students. I think students need to have the responsibility and the accountability of getting their books and things that they need but they need to be made available to . (TR 6, Line 422)

In addition to scholarships faculty expressed a need for technology to be improved across campus. Dr. ST suggested that everything needed more support:

I mean everything on campus is under-supported. I mean you've got buildings that are dilapidated. I mean my colleagues, my music colleague every time is always doing her speech about needing a new music building and science labs. Our equipment is outdated. We should do more for our students. We should do more for our faculty. We should do more for our staff. We should pay people better. I think everybody deserves more than what they have except for maybe all the new people who came in with the bigger salaries. Except them. I think the people who have been newly hired got hired very well and I don't know what people were thinking, maybe if you pay more money that we would benefit from it but it seems like we have less students which means less dollars going into our institution. (TR 3, Line 623)

Faculty also described the biggest impact on their giving either to their employing institutions or alma maters. Dr. LA stated that she gives consistently to her alma mater because it is a small amount rather than her employing institution that sometimes puts more pressure on her to give by requesting a large minimum donation. Dr. EM stated that the biggest reason for her choice of receiving institution is related to the institution's need. Dr. ST expressed why she gives to her alma mater and the strategies used by that institution:

My alma mater, they have two main approaches, well maybe three. One, they will hound you by people calling you. You can determine that they will call you right before the end of the year. There's another time of year that they do another big campaign from the college of education. Then sometimes the university themselves call you. They have two different groups that will call me. Either the university or the college of education I designate all my funds toward the college of education not to the university.

The other thing is mailing. I get the address labels that have little mascots on them which I love. I use those more than I'll use any other address labels that I get. So they'll do the mail-out. They also do a lot of like the magazines from the college of education for the university. They have research. So I get a lot of publications from them.

Also like whenever the Dean of the school of education is going to be speaking in [X] County I always get an invitation and when the football coach is

going to be speaking, the [X] Club I get notifications and I get emails from that. That's from being a part of the alumni chapter. That's not so much the university but it's the alumni chapter reaching out. So they do a lot of here's what's going on and highlighting it. It's so exciting. You actually want to give because you want to be a part of hey they're building a new building in [X] Hall. Or we've got this going on so it works. I have to tell you being [X], it works. I have so much pride in being a [X]. So it's a great strategy. Doing it all they're making you like believe it is the best school. I believe it is. (TR 3, Line 654)

Dr. BW shared her thoughts on the topic:

The biggest impact for me was when the president said to us people want to know how we the faculty are supporting the institution. My interpretation of that is if you don't support your own, why should someone else give (TR 3, Line 639).

Dr. MJ stated.

Well I know the college does not run on water. When they were saying the president is trying to do some things and because they said that we were engaged in trying to make some changes that impacted me. She asked us to and I could see a clear vision of what they were doing so I did it. Now look, it wasn't no rule, it was no eye opener or anything. They asked. She said she wanted us to be 100%. I did it. I'm through with it. I don't go try to find out what they did with it because I told you, scripturally my blessing comes from giving (TR 5, Line 327).

Dr. GG shared the following:

I think what's more convincing to me is actually knowing the university, knowing the financial state of the university, knowing what our needs are. That's more convincing to me than any other marketing strategies because they can come with marketing strategies and I'll say well I think they're doing okay. Let me drop a little coins over here whatever. (TR 7, Line 405)

“Money” was the singular response when faculty were asked what stopped them from giving more. Having a limited amount of resources was a very important factor in determining how much they gave. Two of the participants also stated that mistrust was a huge factor in why they didn't give. Dr. ST commented on mistrust and the need for transparency in regard to gifts.

There are two things in general. One is finance. Wondering how much you should have in reserve compared to what expenses you may or may not have. The other thing is mistrust of how people spend it. So if I am not exactly sure where it's going and if there isn't a clear indication of how it will be used, what percent here and what percent there, there are many, many organizations I don't give to for that reason alone because I know that 80% of that donation will go towards overhead and I don't want to pay some faculty to sit behind a desk. My bottom line is I want to know if I'm giving money that it's going directly to some kind of student fund or something like that, whatever it is, whatever I'm committed to. (TR 3, Line 676)

Summary

The faculty members who participated in this study expressed their overall concerns with giving and how they wish to give more. They shared several characteristics in that they were all deeply spiritual and religious individuals who believed in giving of their time, energy, and financial resources to make their employing institution a better place. Faculty who participated in this study came from backgrounds which supported giving. They were raised in families and households where giving was a common practice, whether it was giving to the church or community as a whole.

Faculty expressed an overwhelming desire to give, but many shared common sentiments that institutional advancement offices were not doing enough to cultivate resources in and around campus. The life experiences and intrinsic motivational elements that were determined by participants' responses highlighted several key factors that could be used by institutional advancement offices to solicit funding from faculty members such as (a) understanding what giving and philanthropy is as it relates to the university, (b) understanding the backgrounds and culture of faculty members, (c) realizing that many faculty feel they have a sense or duty to give back, (d) understanding

the religious backgrounds of faculty, (e) understanding that recognition does not play a major role, and (f) capturing and showcasing the needs of the HBCUs. The responses of all respondents to questions posed in the interviews regarding life experiences and intrinsic motivational experiences were presented in Tables 6 and 7 respectively. Table 8 displays the similar and different voices of the participants in regard to the strategies used to solicit funding from faculty.

Table 8

Participant Responses: Strategies Used to Solicit Funding From Faculty

Voices of Participants for Research Question 3	Participants						
	LA	EM	ST	BW	MJ	BM	GG
Similar Voices							
Institutional Advancement approaches Emails, Reminders, University wide notification	X		X	X	X	X	X
Student Approach for support			X	X		X	X
Ineffective Institutional Advancement			X	X	X	X	X
Role is to Advance the University			X	X		X	X
President/BOT Role raise and give money	X	X	X	X	X	X	X
University under supported		X	X			X	X
Lack of Money hold me back from giving more	X	X	X	X	X	X	X
Different Voices							
Focus on Students needs by Institutional advancement				X			
College of Education under supported	X				X		
Effective Institutional Advancement	X	X					
Colleagues have best result when asked			X			X	
Personal Approach by Institutional Advancement		X					

CHAPTER 5 VOICES OF GIVING: ANALYZING A COMMON DISCOURSE

Introduction

After conducting the interviews in accordance with the basic interpretive qualitative model and data analysis procedures described in Chapter 3, emergent categories and themes were identified. This chapter presents the major and minor themes that emerged supported by accompanying narratives.

Emergent Patterns and Themes

After the interviews were completed, I analyzed, reflected, and triangulated the data. I developed tables that included participant responses based on the information that was provided during the interview as derived from transcripts and field notes. These data are displayed in Table 9 (Research Question 1), Table 10 (Research Question 2), and Table 11 (Research Question 3). Each table indicates the interview questions (by number) that were asked, the varied responses for each question, and each participant's response (X).

Table 9

Emergent Themes: Life Experiences Contributing to the Predisposition of Faculty Donors

Item #	Themes: Research Question 1	1	2	3	4	5	6	7
1	Giving because it is inherent to the profession of teaching and responsibility.	X					X	
	Giving because I want to I feel compelled to give.		X					
	Giving because this is how I make a difference			X				
	Giving because someone gave to me				X			
	Giving because I was asked					X		
	Give because of loyalty and love							X
2	Philanthropy is the giving of money/funds	X	X	X	X	X	X	X
3	Childhood influences: Church	X	X		X	X		
	Childhood influences: Family			X			X	X
4	Family socioeconomic income: Middle class	X	X	X	X	X	X	X
5	Attended an HBCU		X		X	X	X	X
6	Financial Aid	X	X	X	X		X	
7	Inherent Duty/ Responsibility to support community	X	X	X	X	X	X	X
8	Happy with current position	X	X		X	X	X	X
	Not happy with current position but knows she must do it to help the university			X				
9	Close relationship within department	X			X	X	X	
	Close relationship with one person			X				
10	Working here is a calling	X						X
	Gods will		X	X	X	X	X	

Table 10

Emergent Themes: Intrinsic Motivational Elements Influencing Faculty Donors

Item #	Themes: Research Question 2	1	2	3	4	5	6	7
11	Nice to be recognized by peers but not needed	X		X				X
	No recognition (no one knows I'm giving)		X		X	X	X	
12	Feel energize sense of accomplishment when giving.	X		X	X			
	Feeling when helping student (humble)	X						
	Feeling connected					X		
	Taught to me during childhood inherent and spiritual						X	X
13	Apparent need; it was the right thing to do	X	X	X		X	X	X
	I see a benefit to giving				X			
14	Because HBCUs are mission driven	X						
	HBCUs need help includes students, facilities, resources		X	X	X		X	X
	HBCUs are like family					X		
15	I give to encourage others to give		X					
	University has great needs			X				
	Yes donor recognition project				X			
	Yes when I am able to decide what I give to					X		
16	Strong connection to alma mater; just work here	X						
	Donate to my alma mater; I'm underpaid as an employee here; but I support the HBCU regardless			X				
	Limit giving to alma mater; more needs here				X	X	X	
	Yes we strive to reach the mission statement by providing quality instruction and overall education		X	X	X	X		X
	No we do not adhere to our mission statement						X	
18	Promotion has No influence on why I give	X	X	X	X	X	X	X
19	HBCUs are needed they contribute to the community	X	X	X	X	X	X	X
20	Member of several community based organizations		X	X	X	X		X
21	I give mainly to my department.	X						
	I feel good to be able to help students. Making sure students have what they suppose to. Rewarding		X		X	X	X	X
	I want to be able to do more. Limited resources			X				

Table 11

Emergent Themes: Strategies Used to Solicit Funding from Faculty

Item #	Themes: Research Question 3	1	2	3	4	5	6	7
24	Change over in institutional advancement difficult to see if they are being effective. Lack of communication and transparency. Lack of resources			X	X			
	Invisible						X	
	Doing a good job	X						X
25	Institutional advancement role is to build a presence. Advancing the university			X			X	X
	Major fundraising arm for the university make connections with different organizations				X			
26	Part of the role of BOT and President to raise funds and give funds.	X	X	X	X	X	X	X
27	Student scholarships, building maintenance, faculty salaries							
28	Asking for lower amounts	X						
	Showing that there is a need		X					
	Utilizing different strategies to solicit funding , publications showing research and new improvements, displaying where the money is going			X				
	Directly asking from the president				X			
	Knowing that there is a need and the financial state of the university.					X		
	Giving is inherent into who I am						X	
	Lack of money stops me from giving more							

I revisited on several occasions, the original transcripts, audio recordings, field notes and comments made from all of my personal communication with participants to capture the essence of their experiences. Tables 12 and 13 illustrate the process of data review and refinement in which categories and patterns were determined and led to the development of the major and minor themes of this study. In Table 12, repeated, reoccurring responses of the participants were linked to numerical categories. Those categorical statements were then combined, based on commonalities, to create the identified patterns and themes shown in Table 13.

Table 12

Categories Identified Based on Participant Responses

Categories	Participant Responses
1.	Giving is inherent to the profession of teaching and my responsibility
2.	I feel compelled to give
2.	Influenced by watching my parents give to the church
2.	I am doing God's will by working here
2.	Giving was taught to me during my childhood inherent and spiritual
3.	Giving back is how I make a difference
3.	I am a member of several non-profit organizations
4.	I give because someone gave to me
4.	I was given financial aid to attend school
5.	I give because I was asked
6.	I give because of loyalty and love to the school
6.	I'm happy with my current position
6.	I have a close relationship within my department with others
7.	Philanthropy is giving of money and funds
8.	Influenced by watching my parents give to other
9.	Comes from a middle class background
10.	I attended an HBCU
11.	I have an inherent duty or responsibility to support my community
11.	I give to satisfy a need at the school it was the right thing to do
11.	I limit the giving to my alma mater; because I see the needs here at my employing institution
11.	HBCUs are needed because they provide a need to the community
11.	The university has great needs
11.	HBCUs need help which includes students, facilities, & resources
12.	Recognition in giving plays no role in why I give
12.	Getting promoted has no influence on why I give
13.	I feel good when I give a sense of accomplishment and energy
13.	Rewarding to help students making sure they have what they need
14.	I give to encourage others to give

Categories	Participant Responses
15.	We strive to reach the mission statement by providing quality instruction and overall
16.	Constant change in Institutional advancement difficult to see if they are effective
16.	Lack of communication, transparency and resources in institutional advancement
16.	Focus on different strategies to solicit funding, publications, show research, and improvements and show where the money is going
16.	Focus on faculty participation not dollar amounts
16.	Advancement offices should show where the need is
16.	More attention needs to be paid to scholarships, building maintenances, and faculty salaries
17.	President and BOT major responsibility is to give and raise money for the university
17.	Institutional advancement role is to build a presence by advancing the university

Table 13

Identified Patterns and Themes Based on Participant Responses

Pattern	Descriptor	Theme
1.	Teaching and giving go hand in hand	E.
2.	Obligated by God to give because it was instilled in me as a child	A.
3.	Able to make a difference	C.
4.	Paying it forward	C.
5.	Someone asked me to help	C.
6.	Loyalty and love to the university the atmosphere, students, faculty	B.
7.	Philanthropy is giving of financial resources	D.
8.	Parents were role-models when it came to giving	A.
9.	Grew up in a middle class house hold	A.
10.	Seen the needs of HBCUs first hand	B.
11.	Responsible for my community and school because they have needs	B.
12.	Rewards and recognition have no effect on my giving	F.
13.	Proud to be able to give	C.
14.	From my giving others may be inspired	C.
15.	Mission of the university is to provide a quality education	B.
16.	Institutional advancement should focus on stability, improving communication, transparency, and providing resources for students, faculty, and staff.	D.
17.	Campus leadership should focus on advancing university, by raising funds and awareness	D.

The patterns revealed several themes that were identified based on an A-F letter system. This process of data review revealed four major themes and two minor themes

that emerged from the participant's responses. Major and minor themes were selected based on descriptions and patterns provided by multiple participants and were identified using a coding process in the analysis of data. Major themes were defined as emerging patterns that were identified as being significant by at least five of the seven participants. Minor themes were defined as being significant by three of the seven participants. This determination was made because five represented more than 70% of the participant responses and three represented more than 40% of respondents. These percentages suggested that what was being said by the participants in the study was meaningful and common enough to establish a pattern that could be replicated in future studies. The identified four major and two minor themes are presented in Table 14.

Table 14

Major and Minor Themes: Faculty Giving

Themes
Major Themes
A. Religion and spirituality were taught during childhood and are important reasons why individuals decide to give.
B. The needs of the community and the university inspire in individuals a sense of love and loyalty.
C. Giving creates a way for individuals to make a difference.
D. Institutional advancement, as well as campus leadership, should improve overall fundraising practices.
Minor Themes
E. Giving and education are directly related.
F. Rewards and recognition have little effect on giving practices.

Each theme presented in Table 13 was supported by findings relative to that theme along with supporting statements that confirmed the theme. In this section, each of the themes will be discussed and supported by the narrative statements of the participants elicited in interviews.

Discussion of Themes

Major Theme A: Religion and spirituality were taught during childhood and are important reasons as to why individuals decide to give.

Throughout the interview, one of the most frequently reoccurring themes expressed by the participants was their love for God. On numerous occasions, participants referred to biblical scriptures, experiences growing up in the church, and life experiences that reflected not only their love for God but their Christian background in relation to the motivational factors that influence their giving. Gasman (2010a) stated that the church played a central role in the social services and education of the community by providing mutual aid and support. The connection between the church, and the community is deeply rooted and is often the first place where individuals are exposed to giving financially or providing volunteer services (Gasman, 2010a). Ricard and Brown (2008) stated that individuals relate giving to unique experiences that range from religious involvement to family traditions. In addition, Holloman, Gasman, and Anderson-Thompkins (2003) stated that the church is a training ground that provides and inspires in individuals a sense of obligation and duty to give. The church educates and teaches social responsibility to individuals starting in their childhood years.

Participants were asked specifically if they considered themselves to be religious persons and did that conviction play a role in their giving practices. All participants responded positively, without hesitation, and explained themselves accordingly. Dr. EM, a woman of small stature, commanded attention when she stated with so much passion in her voice, “I try to give in accordance with what He gives me and that’s just not to the school. It’s giving period” (TR 2, Line 150). Dr. MJ responded emphatically stating, “Of course I am! I have a very dedicated relationship with the Lord. That relationship with Him is why I give, because the scriptures say you should (TR 5, Line 87).” When I asked Dr. BM, who had been reading the interview protocol throughout the interview, if she was a religious person, she sat straight, looked directly at me, and expressed her sentiments by stating, “I don’t consider myself to be a religious person, I am a Christian and yes, it does govern what I do” (TR 6, Line 173).

Throughout the study, participants expressed to me in many different ways through their responses that they felt that God had placed a calling on their lives to be where they were, working at an HBCU, in the college of education and to give of their time, energy, and efforts to the university. The faculty expressed to me that they had made a lot of personal sacrifices to be at an their institution and that those sacrifices were a testament to their love for God and their willingness to make a difference no matter the cost. Dr. LA, who seemed reluctant to express herself in terms of her monetary value to the university, stated:

If I break it down into monetary values which I have before for different reports, my time and energy and all of my expertise that I’ve given has equaled just last year to \$18,000. That’s a lot. Now could I ever give that in actual cash? No. When we’re talking about making a difference in student’s tuition, part of

that and I am one of the professors that work on grants trying to get grants so I can get programs to get grants for the student's tuition. I would consider that money as well. If I were to get a grant, I would consider that giving also even though it's not my personal money but it takes a lot of time and energy to write those. So one, I don't give because I don't have the money physically and two because if you break it down into dollar amounts, I give a lot and those numbers are based on state dollar equivalents. (TR 1, Line 306)

Dr. ST was more adamant when she talked about her monetary value to the university, sharing the following comments:

Based on what I was told, I would be earning and what I could expect to earn I've been severely underpaid. After eight and a half years of what I anticipated on making, a \$20,000 difference is kind of what we're talking about now and because of that I wish I could write that off as a \$20,000 donation I make to the university every year. (TR 3, Line 407)

Even though individuals felt that they were making large sacrifices to be at the institution, the conversation always came back to what they had been taught as a child in terms of giving either through watching their parents or giving to the church. They were not bitter, however, when expressing these large monetary sacrifices they make on a daily basis. It was more of an informal conversation and additional piece of information that helped tell their stories. One example was provided by Dr. MJ as she talked about how the feeling of giving had been ingrained in her all her life and particularly by the HBCU from which she graduated. She shared the following:

Oh it is extremely it's connected to what I've been taught all of my life and more than anything when I graduated from an HBCU in 1970 they led us to a belief that it was our ultimate role to give back. We were fortunate to graduate from a four-year institution so we were to reach back and give to the community and that's what I've always done.

I told you I came from a religious background of tithing. You know the tithing was a part of what you do, give back 10%. And then when I came to the four-year institution, my professors instilled in us that our complete role was to teach the children and give back what had been given to us. (TR 5, Line 139)

As Dr. MJ continued speaking, she described her daily practice of giving:

Believe it or not I try to give something everyday, giving is just a part of who I am. I consider it my daily duty if I do nothing but give a kind word to a student, that is just who I am. I can only tell you is that it was instilled in me as a child. I know my parents, my grandparents on both sides used to cook food and just have it there so if people came by they could eat. On Sunday after church people just would come to our house because they knew there was always extra food cooked. My grandmother on my dad's side every morning would always make extra grits and bacon and eggs and biscuits in the kitchen so if anybody just needed to eat they could come by so it has always been a part of who I am so I don't know anything else. (TR 5, Line 158)

Dr. BM, whose family had a long history of giving especially to HBCUs, conveyed a similar message to that of Dr. MJ. She affirmed giving as being an inherent practice in her life with these comments:

I give because it's what you do. I've been taught that way. We behave the way we're taught. You know we wake up in the morning and you may brush your teeth before you wash your face because that's the way, whatever the ritual is. And so I've been taught that this is what you do. Not only am I doing it because I've been taught that but I also recognize the reward in doing so. It's not an external tangible reward but it's a reward within because it's just not a good feeling to see a need and know that you can make a difference and don't. There is a force within that I give credit to, that I recognize and I must adhere to because I'm not comfortable when I know that there is. (TR 6, Line 189)

When asked to describe that feeling, Dr. BM shared this information:

There are a couple times that really, kind of got to me. A student called another person and had a situation. I just simply heard about it through a third person. It just really bothered me and of course I didn't want to just knock a door down because I hadn't been privy directly from the source. But I found myself getting up and in my car about 11:30 that night. Thank the Lord for all night Wal-Mart and doing what you need to do because I can't walk around with a sweater and be warm when somebody else is not especially if I can do something about it even if I can't do anything about it I'm concerned.

There's some situations that I see that I've experienced personally. Then there's some that I've experienced that I've just witnessed. I can't imagine and certainly the only difference in that situation and me is the grace of God because any minute it could be me. I certainly would trust that there would be someone there. Now do I do it because as security or assurance that somebody would be

there for me? No because I am not doing tit for tat. I'm going to do this because if I need it, it will. I'm doing it because it's just the right thing to do. We do what's right because it is the right thing to do. (TR 6, Line 198)

Dr. ST shared her experiences during childhood in relation to watching people give charitable donations. She explained,

I did spend the later part of my years in a family that talked about tithing so there's some church culture in the giving back so I think that when you grow up in a tithing household or culture you do have a sense that you're obligated to give something that's given to you because you're taught that the things given to you are just from God and they're not really much to do with you. It's just much to do with God's goodness to you. (TR 3, Line 60)

The fact that religion and spirituality comprised a major theme in this study was not surprising. Moody (2011) and Pope and Miller (1999) both referred to individuals' religious obligations as being a factor in their giving behavior. They suggested that one's religious obligations were directly related to the reason why individuals give. All the participants in this study expressed the same feelings about their religious beliefs. They considered themselves to be devout Christians, and the duty and obligation that they felt as Christians was ultimately why they gave. The participants often stated that their giving was not to seek a return or reward but rather was part of their duty as Christians to help other individuals who may be less fortunate than themselves. Researchers have suggested that when individuals grow up in an environment that teaches them about giving, whether it be through observing and watching family members, church experiences, or positive influences on them in their early lives, these events will have a positive effect on their giving practices as an adult (Berking, 1999). In chapter 6 future recommendations will be discussed to assist institutional advancement offices to better utilize the spiritual connections that exist among the faculty at HBCUs.

Major Theme B: The needs of the community and the university inspire in individuals a sense of love and loyalty.

Theme B related directly to Research Question 2 which was concerned with the intrinsic motivational factors that influenced faculty giving. Those factors are creating a sense of community, loyalty, and love. Faculty who participated in this study expressed a deep commitment to the university and community as whole. Participants discussed how important it was to see HBCUs succeed and to see students be successful. Lockett (1996) stated that faculty members tend to believe that a significant contribution can be made to society based on their work for the institution. The faculty interviewed believed in possibilities, opportunities, and expectations. Many of the faculty members had attended an HBCU and saw first-hand the needs of the university and how they, as individuals, could make a difference. Some of the faculty members even expressed that their love for their employing university was greater than their love of their alma maters and that the connections they made within their departments created an place that fostered support, love for each other, and a caring atmosphere. Faculty also expressed their overall sense of community. They realized that through their positions and involvement outside of the university, they could influence others and have a greater impact in life.

Several times during the interview, Dr. LA mentioned the role of education and how she felt that it was a part of who she was, part of her genetic makeup. Her tone would change when she begin to talk about her job and working at an HBCU. I could sense the passion in her voice as she spoke about being a trainer of future teachers. She discussed her role as an educator in terms of community in the following way:

I think I do because like I said it's inherent to education. So that's just a fundamental belief that I have. I think I firmly believe that teachers and I still consider myself a teacher are public servants and I feel that I'm a steward of teachers now which makes that responsibility even greater because not only do I need to share that belief with students but I do it myself so I model it and I teach students how to do it. So I think it's just inherent to my profession. It's just a fundamental belief. But I do think of it more in time and energy and human support than financial support. (TR 1, Line 88)

Dr. LA discussed how working with her colleagues in the college of education helped instill a sense of love for and loyalty to the university by reiterating the fact that they (her colleagues) were very close and dedicated to seeing the university succeed. The faculty members who participated in this study displayed a great deal of community and support for their universities. This was evident in their office décor which typically included pictures and memorabilia, e.g, university logos and athletic posters, showcasing their pride in the institution.

Dr. EM expressed that her love to not only the institution but also offered that the wider community encouraged and inspired her. She stated, "I'm happy here. All my life I've been happy here. I love it, I really don't think I could be anywhere else" (TR 2, Line 119).

Faculty members also discussed the need for HBCUs and how being a part of an HBCU allowed them to help students in a different way than they would if they were associated with a traditional university. Lockett (1996) stated:

Faculty at HBCUs feel they can take less and do more and, they believe they can undo any travesties which has been wrought by inadequate public school systems. We as faculty actively choose to be here, and know that we are making a difference. We know that our students are learning and we know that a significant part of the progress can be attributed to the fact that we believe in them, and our work, and they know it and respond positively. (p. 3)

Dr. BW, who many times during the interview would give advice in a motherly tone, talked about the nurturing role that HBCUs play in the lives of students. In addition, Dr. ST discussed how HBCUs build a strong community and teach about the heritage and history of the black community. She later shared one of the things she loved most about the university: “I love the fact that people are committed to teaching history and heritage here and are so deeply driven to prepare young people to be successful” (TR 3, Line 452). Dr. GG shared her relationship and love with the university by stating that, “Giving to the university through various sources, like time, service, and just building moral and enthusiasm for the school is important and goes along way” (TR 7, Line 232).

The overall atmosphere and community of HBCUs and their students creates a sense of love and loyalty in faculty members. Dr. LA referred to students she taught, stating:

I think it’s also unique that at least in the education department our students are so enthusiastic and they’re not jaded at all about education. They don’t care what’s going on in politics right now. They know what’s going on but that’s not making a decision, that’s not ruling them. It’s like I want to be a teacher. I want to be an ESE teacher and I don’t care what they say because I’m going to be a great teacher. That’s refreshing and energizing and it makes you want to help students. (TR 1, Line 227)

Dr. BM, who at times was skeptical about the university’s administration and had a cynical view of her university’s operational process, was able to overlook those concerns when she discussed her love for the students and their needs:

The kids are my heart and my concern and my principles, my code of ethics. I know there are needs here. Let me just do. It’s like okay it’s time to put your money where your mouth is and the university gives me that opportunity and I’m okay with it. It bothers me when I can’t do. I’m not so naïve that I’m not going to take care of my home and see about my husband and things that I need to do. But I’m going to share. I will share. (TR 6, Line 233)

Dr. GG had earned her bachelor's degree from her employing university. She showed a high level of love and support expressing these words, "I give because of my loyalty to my alma mater. I work at my alma mater so because of loyalty and love for my alma mater that is why I give" (TR 7, Line 12).

The faculty members who participated in this study all talked about the love they had for the university and how the institution satisfied a need for the community by providing a quality education to the students. Ricard and Brown (2008) suggested that faculty and staff that work for HBCUs have a deeper connection for their institution than individuals who work at TWIs because they see first-hand the needs of the university and students. The participants also talked about the many needs that HBCUs had in terms of outdated facilities, lack of financial resources, and an inability to generate income and revenue streams. Because the participants personally experienced these needs, they realized how important their contributions were to survival of their employing institutions specifically and HBCUs in general. "Knowing that there's a need for my financial support is why I give" (TR 4, Line 239), stated Dr. BW. Faculty members' experiences growing up and their understanding of the inner workings of their employing institutions created a sense of love and loyalty for the university.

Major Theme C: Giving creates a way for individuals to make a difference.

The faculty members who participated in this study realized that giving, whether it was through their time, effort, or financial support, would play a major role in the success of their institution and, in turn, make a difference. Cohen (2006) stated that individuals tend to give because they develop a sense of consciousness and participation

and are optimistic that when they give it will have a positive effect on the community. Several times during the interview process, faculty members discussed how small contributions and small gestures, whether they realized it or not, were important and could have a positive impact on the success of the university. Dr. ST said it best when she stated, “ My predisposition towards giving is really based on this belief that this is how I make a difference” (TR 3, Line 34). Other faculty members such as Dr. BW talked about paying it forward, “I give because someone gave to help me obtain my education, and now it’s my turn” (TR 4, Line 13).

Regardless of the interview question being posed, faculty members were confident that their contributions would help and their conversations continued to reinforce “If I give, it will make a difference.” Six of the seven participants talked about scholarships that they received to attend school and how those, along with childhood experience, encouraged them to give what they could to their universities. Dr. BM was able to share the following personal story with me in regard to how small contributions through her department were able to make a difference in the lives of students:

Well within our department we’re a close-knit group. We always are concerned about our school here. Yeah. So we take a part in doing what it is that we need to do. Just recently, Thanksgiving, we always have well even when I was an adjunct here I know that each department gives a basket but because of our director of this department she’s a Christian and she really has a heart for people. So I think we had a number of baskets so it’s not just the known charitable organizations or the charitable campaigns, whatever. As a matter of fact, just a couple days ago someone brought over to her attention that someone needed something and within our department we pulled ourselves together and did what we needed to do. (TR 6, Line 160)

Dr. GG discussed charitable giving in terms of the service she provides and how that makes a difference:

I discuss with colleagues charitable service where we provide some service to the university; I'm in the health fitness arena and I have often done aerobic classes for employees at no expense just so they could get the exercise. That's type of thing I've discussed more than charitable work but this is working in cooperation with someone else to do that. It's a great idea. I mean it may be something I'll think about more as I retire, as I go into retirement. It's one way to stay attached to the university and then help the university in some way. I think that's a great idea. (TR 7, Line 119)

Dr. GG also talked about her responsibility and duty to the community and how that influenced her to make a difference, "I grew up here, so I'm attached and I want to give back, I have a responsibility to do that here." (TR 7, Line 94). Dr. BM discussed making a difference in terms of giving back and the impact that it had on her decision-making and her life:

I give because it's what you do. I've been taught that way. We behave the way we're taught. You know we wake up in the morning and you may brush your teeth before you wash your face because that's the way you were taught, whatever the ritual is. And so I've been taught that this is what you do. Not only am I doing it because I've been taught that but I also recognize the reward in doing so. It's not an external tangible reward but it's a reward within because it's just not a good feeling to see a need and know that you can make a difference and don't. There is a force within that I give credit to, that I recognize and I must adhere to because I'm not comfortable when I know that there is a need and I do nothing. There are a couple times that I can remember one specific time that really, kind of got to me. A student called another person and had a situation. I just simply heard about it through a third person. It just really bothered me and of course I didn't want to just knock a door down because I hadn't been privy directly from the source. But I found myself getting up and in my car about 11:30 that night. Thank the Lord for all night Wal-Mart and doing what you need to do because I can't walk around with a sweater and be warm when somebody else is not; especially if I can do something about it even if I can't do anything about it I'm concerned. (TR 6, Line 189)

Faculty members showed an understanding and caring for the university stating simply "I give because we were ask to give and I'm sharing with my institution" (TR 5, Line 13). In affirming that their contributions could make a difference, faculty members

recognized that giving to the university as well as UNCF could benefit someone else. Dr.

BW stated,

The last time I gave, I gave to UNCF. The reason I gave to UNCF is because I work at a UNCF institution and because my undergraduate education came from a UNCF institution; also because I know many students here at this institution benefit from those contributions. (TR 4, Line 232)

Dr. MJ talked about giving as just being a part of who she was, expressing these thoughts in her interview,

Believe it or not I try to give something, giving is just a part of who I am. I consider it my daily duty if I do nothing but give a kind word to a student, that is just who I am. I can only tell you that it was instilled in me as a child. (TR 5, Line 158)

Major Theme D: Institutional advancement, as well as campus leadership, should improve overall fundraising practices.

Faculty who participated in this study discussed the role of the institutional advancement offices along with what they considered to be giving, philanthropy, and fundraising. When faculty were asked “What is giving?”, all responded with some variation of giving one’s time, talent, and energy to a particular organization. According to Lockett (1996), this is common among HBCUs. However, it has been shown that institutional advancement offices consider giving to be different and closely related to financial contributions (Giving-USA, 2010). When faculty members were asked to provide their definition of philanthropy, answers varied, but all considered it to be financial giving or the giving of money or means. Dr. GG stated that philanthropy was, “large contributions to any university setting, to the university in general or any of its programs or students. I would say \$25,000 or above maybe a little less” (TR 7, Line 17).

All participants in this study stated that the university could use their charitable donations because of the economic climate of the country and the financial position of the university.

Faculty participants had mixed reactions in regard to their institutional advancement offices. A few faculty members stated that the only time they heard from institutional advancement was once or twice a year at faculty meetings. Dr. BM indicated that she had not received a phone call or literature (TR 6, Line 328). Dr. ST reported that it has been a couple of years since she has seen institutional advancement personnel approach faculty (TR 3, Line 510). A majority of participants shared that they had not been approached by administrators in regard to financial contributions. Dr. ST stated:

No administrator has ever asked me for money to my knowledge. I hope I'm not telling a lie but I don't think so; but if we're talking about giving financially towards the university, like towards advancement, no. No one has ever asked. (TR 3, Line 521)

When asked who would have the biggest impact or influence on them to give to the university, many faculty said that it would be the administration.

Faculty participants also discussed the role of the president and board of trustees and stated that they should have a leading role in the fundraising practices and should lead by example. A few participants were not sure of the role that the board of trustees played. Regardless, participants believed that those leading the university should be at the forefront of advancement.

Participants mentioned that there were far too many areas on their campuses that were under supported and wanted to be able to point to an area that was strong, whether it

was student scholarships, technology or faculty salaries but felt that the institutional advancement office could do a better job. They also voiced their opinions on the different strategies that they felt the university could use such as more transparency with funds, more visibility, better marketing strategies, and overall more communication. Participants discussed the mistrust that many individuals had of the advancement unit, stating, “When I give, I’m through with it. I don’t go try to find out what they did with it, because I told you scripturally my blessing come from giving” (TR 5, Line 331). Such mistrust of institutional advancement can have a negative impact on giving that can make the fundraising much more difficult for the university.

Minor Theme E: Giving and education are directly related.

The first minor theme relates to education. All of the faculty who participated in this study were educators. Many had worked in K-12 education for a number of years, and all had a specific role in the training of teachers. Faculty members expressed several times that their jobs as stewards of teachers played a major role in their giving and giving practices. Dr. LA went as far to say that education and giving had a direct relationship, stating, “I’m in the field of education and I think it’s inherent to my profession. So I give because teachers are public servants and that’s part of their responsibility. So that’s I think why I give” (TR 1, Line 12). Dr. MJ discussed giving in relationship to her profession, “I’m very happy with where I am because I am a director of teacher, chair, teacher education. If you know anything about teacher education, I’m constantly interacting with others and giving of my services” (TR 5, Line, 97).

Minor Theme F: Rewards and recognition have little effect on giving practices.

Rewards and recognition is considered to be one of the main intrinsic motivational factors to determine behind individual giving. However, participants in this study had the same response when queried as to whether recognition of their giving played a role in their giving practices. The unanimous response was that recognition had nothing to do with why they gave. Dr. MJ stated, “Recognition doesn’t mean anything to me. I do things because my heart says that I should, so on a scale of one to 10, how about zero” (TR 5, Line 132). Dr. BM expressed similar feelings stating,

No it does not. In fact I’d rather not. I’d rather do it anonymously because it’s not about me. It’s all about the students. No, so that does not play a major role. Frankly I couldn’t care less. I would prefer not to be. (TR 6, Line 182)

Dr. ST shared her sentiments on the subject by stating, “I’m always pleased when I give and I’m always pleased that I didn’t have to have an audience around me knowing about it. I look for ways to be somewhat private about it (TR 3, Line 301).”

Data Analysis in Relation to the Theoretical Framework

The self-determination theory derived from Deci’s (1975) work on intrinsic motivation was the framework chosen for this study. The self-determination theory relates to the motivational elements of faculty giving and the data produced from the participants’ responses correlates to Deci’s work on intrinsic motivation. Intrinsically motivated activities are those for which there is no apparent reward except the activities themselves. When faculty members discussed the reasons for why they gave, they often referred to non-tangible items, such as experience stemming from their childhood, loyalty

and love for their employing institution, responsibility or duty that they had for the community, and/or the mandate they feel based on religious experiences they have had throughout their lives. In fact, faculty stated that when there is a reward or some form of recognition for doing a good deed, such as giving, it makes them reluctant to participate. Faculty participants stated that just knowing that they were able to help someone in need was enough and that nothing more had to be done. Intrinsically motivated individuals seem to engage in activities for their own sake and not because they lead to an extrinsic reward.

The self-determination theory posits that the life experiences of interacting with one's environment leads to the motivational development behind "giving." When faculty members discussed their personal life experiences, events and occurrences from their childhood were among their earliest memories of giving. Faculty consistently referred to their experiences of growing up in the church, making several references to giving of tithes and offerings. They also referred to watching their parents or grandparents provide for others even when they did not have much to give. Additionally, they discussed opportunities that they received from the community along with other individual giving and the fact that they felt compelled to pay it forward for someone else.

Faculty participants talked about the emotional responses that stemmed from giving. They referred to a feeling of joy, excitement, humility, and gratitude for being able to do what they could. The self-determination theory can be used to explain how these emotional responses could lead to the motivational behaviors behind certain actions such as giving.

Self-determination theory is also grounded in the ability for an individual to have free will, receive pleasurable stimulation, and be aligned with their specific personal goals. Free will has been defined as the capacity of the human organism to choose how to satisfy its needs (Deci, 1980). Faculty members who participated in this study referred to giving as being an internal force from within, an internal need that they wanted to satisfy inside themselves. Dr. GG stated,

The feeling that I get when giving is different, I don't know how to describe it. I love to give. It's a feeling of great satisfaction and nothing that I can hold onto. It's that feeling and then it's gone. Then I'm giving again because you can't hold on to it. (TR 7, Line 176)

Being able to satisfy one's needs as one prefers is the essence of free will and an essential part of the self-determination theory. Participants in this study talked about their intrinsic needs and the feelings that they have in relation to giving. They often used terms such as being compelled or obligated by oneself to do good and help others.

In addition to free will, participants in this study indirectly referred to the pleasurable feeling related to giving and how giving stimulated and satisfied them. Faculty used terms to describe their emotions such as relieved, happy, and excited that they could do their part. The majority of the participants referred to internal emotions when discussing pleasurable stimulation as opposed to external or tangible rewards and recognition.

The self-determination theory discusses aligning one's personal goals to meet their giving needs. Individuals who participated in this study often mentioned that their goal was to help their students succeed through scholarships, resources, time, and effort. It was apparent that individuals who believed the university mismanaged funding

hesitated to give to a general fund within the university. Rather, they designated gifts within their departments. Participants indicated that if they believed that students would not get the necessary tools and resources from the university they would try to provide them. The self-determination theory states that if individuals are dissatisfied with the process, they will either modify their goals or completely turn away from the stimulation.

The self-determination theory allows for a variety of stimuli to affect one's giving practices. The stimuli could come in the form of cognition, affective experiences, attitudes, feeling, and beliefs. The responses to particular stimuli led to the motivation for the giving behaviors described by the participants in this study. Stimuli included feelings of satisfaction that could lead to free will, the receipt of pleasurable emotional stimulation from giving, or the personal satisfaction of achieving one's goals in relation to giving.

The self-determination theory utilizes an information-processing framework. This means individuals obtain information through their own perceptions and make significant meaning from those events. When faculty discussed the mission statement of their employing institutions, they relied on their own observations to determine if the university was meeting its goals. Another example of this was related to participants' perceptions regarding institutional advancement offices. Those individuals who had direct contact with the offices would be able to describe the role and effectiveness of that office. However the perception regarding the institutional advancement team was that they performed at an unsatisfactory level based solely on their observations. Likewise, faculty perceptions of on campus needs had been determined based on their opinions

about campus resources which were derived mainly from their experiences of working within their departments.

This study was conducted to examine the motivational factors behind faculty giving to their employing institutions. The relationship of the conceptual framework of self-determination theory, which deals with the intrinsic motivational factors, life experiences, and emotional inputs of the participants, was also investigated. Self-determination theory is an approach to human motivation and personality that is rooted in one's personal development and behavior. This theory is essential in determining the intrinsic, self-imposed reasoning which explains why individuals choose to act, participate, or are motivated to give to their employing institutions (Ryan & Deci, 2000).

CHAPTER 6 DISCUSSION, CONCLUSIONS AND FINAL REFLECTIONS

Introduction

The purpose of this study was to investigate faculty giving and associated motivational factors at historically black colleges and universities (HBCUs). Of particular interest is the strategies and current practices of HBCU institutional advancement offices as they attempt to cultivate and persuade faculty members at HBCUs to be more active participants in the giving process. The research questions were:

1. What life experiences contribute to the predisposition of faculty donors in giving to their institutions?
2. What intrinsic motivational elements influence faculty donors to give to their employing institutions?
3. What strategies are used to solicit funding from faculty?

Research Question 1 was related to the life experiences of faculty donors in terms of their giving to their employing institutions. This research question stemmed from both a review of literature and the theoretical framework. Self-determination theory states that the motivation behind individuals' giving is based on previous experiences that occur in an individual's life. The participants in this study shared their life experiences with the researcher to determine whether or not their life experiences played a role in their giving to the university.

The results of this study provided overwhelming support in responding positively to Research Question 1. Individuals' life experiences had a direct impact on participants'

decisions to give to the university. Participants discussed experiences from their childhood such as going to church and watching their parents and grandparents give selflessly to the church. They discussed how their families sacrificed for each other, working so that one sibling could go to school versus another. They shared that their grandparents would provide food, clothing, supplies, and shelter for the entire community, and they discussed their inherent belief that they were called to the profession of teaching, undoubtedly a profession rooted in giving. Participants shared stories of their middle class backgrounds, but with families that made sure they helped others whenever possible. Participants discussed their attendance at HBCUs and how they were taught to give and support their communities because it was the right thing to do. Most importantly, participants talked about their life experiences in terms of their faith, being called by God to be humble servants for his will.

The life experiences of those who participated in the study showed that the childhood experiences, family background and early influences of individuals related to the motivational factors behind their giving practices. All participants shared a few commonalities such as being faculty members at an HBCU, working in the college of education, and being devoted Christians who grew up in a church home. In the review of literature, the role that religion and the church has on giving was discussed as being even more apparent in communities of color. The significant relationship, both historically and currently, that the church has with many HBCUs could play an important role in developing sound institutional advancement office practices. In addition, the religious beliefs and background of faculty members employed at HBCUs could play a significant

role in their decisions to give because often times they feel a sense of obligation and duty to towards their community.

Research Question 2 addressed the intrinsic motivational elements that influenced faculty donors to give to their employing institutions. When discussing intrinsic motivational elements, the literature review listed a variety of tangible and non-tangible items. This study sought to capture those items and present that information to faculty members to see if there was a relationship between intrinsic motivation and giving. The results in regard to intrinsic motivation varied. When asked about recognition, faculty members' responses conflicted with the views expressed by researchers on this subject. In the review of the literature, recognition was presented as a primary motivational factor behind faculty giving. However, faculty members stated that awards, recognition, or praise were unwanted responses to their gifts. They indicated that if they knew that they would be recognized for giving, they would rather not give. Other intrinsic motivational elements such as feeling of love, loyalty, humility and gratitude for being able to do their part, were aligned with scholars in this area. Faculty also discussed how their closeness to the university allowed them to feel more connected to their employing institution than to their alma mater because they were able to recognize and see the needs of the employing institution on a daily basis. Faculty participants also discussed the importance of the mission statement and how that influenced them to give. They expressed the belief that the mission statement provided a guide for the university and that as long as the statement was followed, the institution and they would be able to help the community and students to be successful.

Research Question 3 was concerned with faculty experiences and feelings towards dealing with university institutional advancement offices. Overall comments about the institutional advancement office were negative. This was unfortunate, as faculty members who were interviewed had given to departments or special funds, but only a few gave to university-wide initiatives. Faculty members cited numerous reasons as to why they did not support the institution at-large, citing things such as, (a) lack of communication with faculty and departments, (b) mistrust, (c) ineffective strategies used to solicit funding, (d) high turnover rate, (e) disappointing return on investment, and (f) poor marketing strategies to advance the university. They also indicated that they would rather support people they knew such as other faculty and student programs.

Recommendations for Institutional Advancement

A top priority for all institutional advancement offices should be taking the pulse of full-time faculty members on their campuses. If faculty members on campus feel negatively about supporting the university, imagine what outside supporters think. Faculty members viewed the lack of transparency provided by their institutional advancement offices as a major concern and a cause for their hesitance to support university-wide initiatives. Faculty interviewed cited the mismanagement of funds and not knowing which areas were receiving funding as major concerns. They indicated that if the institutional advancement team would provide detailed reports of funding sources and expenditures, they would feel encouraged to give. Their lack of knowledge about funding issues made them sufficiently uncomfortable to avoid supporting university-wide

institutional advancement initiatives. Faculty also stated that the strategies used such as meeting with faculty once a year or sending out gentle email reminders to solicit funding were ineffective and easy to ignore. The majority of faculty agreed that personal relationships with other individuals in their departments influenced them to give more than did university wide activities.

Institutional advancement offices' main objectives should be to build awareness and increase funds available to the university. Many times institutional advancement offices generalize their approach when soliciting different stakeholders on campus. Emphasis and strategies should be placed on the individual's gender, position, college affiliation, and general background information. This could perhaps increase the amount of funding received through university wide campaigns. However, when practices and strategies are no longer effective, steps need to be taken to insure that new innovative activities replace the less effective ones. Institutional advancement offices should consider faculty members as valuable stakeholders who could increase the amount of annual giving to the university and showcase to outside constituents a high level of support that faculty stakeholders have for the university.

The results of this study indicate that faculty members should and can be considered major stakeholders in the university. Faculty already give of their time, talent, and financial resources to their employing institutions. It is time for future administrators and institutional advancement offices to solicit this group in order to increase the amount of funding being donated to the university.

Implications for Policy

Faculty members who participated in this study discussed their concern regarding the perceived mismanagement of funds by the university. This perceived notion that funds would not be utilized as intended was one of the primary reasons for faculty decisions not to donate to university-wide campaigns. Policy makers at HBCUs must find a way to ensure that management of the funding process is transparent so that individuals can see how the university is utilizing private donations. The participants of this study understood that the university has needs and that funding through charitable giving to the university would be used in areas where it could best be utilized and that this determination is made by the administration. The concern that was expressed was not necessarily about what projects were being funded. Rather, faculty desired to understand the process and the rationale for expenditures. University policy makers should determine how money is utilized based on research and create a set of clear guidelines that regulate and prioritize how money is spent.

Limitations of the Study

This study yielded the following limitations:

1. All participants in this study were female.
2. All participants worked at institutions located in the southern region of the United States.
3. A majority of participants close to retirement.

Recommendations for Future Research

Areas of future research include the following:

1. It is recommended that a large-scale quantitative study that addresses questions of intrinsic motivation as it relates to faculty giving be conducted.
2. This study could be replicated at other HBCUs across the United States.
3. This study could be replicated using faculty members who are in different colleges, e.g., business, nursing, music, psychology, fine arts, as participants.
4. This study could be replicated at a traditionally white institution (TWI) to determine similarities and differences in faculty background, experience and perceptions.
5. This study could be used to explore the size and staff of institutional advancement offices at HBCUs.

Final Reflections as a Researcher

The journey to complete this study has been long and filled with ups and downs, highs and lows. This journey has been a difficult process, one that I will not soon forget. I understand now the discipline and dedication it takes to complete such a journey. But I also understand that this journey is not over. I know that I have a long way to go to accomplish and reach the goals that I have set for myself. The completion of this project is just a small step towards those goals.

Through this research project I had an opportunity to meet and talk with faculty members who have devoted their entire life to the service of others. The faculty members

dedicated so much of themselves to their institution, and it is this dedication that inspired me and kept me going. After one of the interviews was completed, one of the faculty participants took a minute to explain to me the importance of what I was doing. She simply stated,

I give so much, not for reward or recognition, but because of individuals like you. Those who understand that they are standing on the shoulders of people who came before them, is what motivates me to give my all and my last.(TR 2, line 622)

What she said meant so much to me. It lit a fire within me to know that I had a responsibility to continue building upon this legacy and helping others.

The future of HBCUs is as bright as it has ever been. The information that was gathered through the perception of the participants shows that there is a lot of love within the walls of these colleges and universities. The individuals who are employed in HBCUs understand that they serve a greater role to be the trainers of the future leaders of this country. They understand that the role they play encourages and motivates students to succeed and reach their full potential. There can be tremendous triumphs made within the institutional advancement departments at HBCUs if they address the concerns of the major stakeholders, create new and innovative methods to solicit funding from individuals, and become more transparent in terms of their practices. If institutional advancement can address these issues, the future will be bright. If, however, they continue to use outdated means of communicating and soliciting individuals, HBCUs will increasingly at-risk of falling victim to cuts in federal, state, and local funding and may end up closing their doors due to poor facilities, low enrollment, and the rising cost of higher education.

Final Reflections as a Faculty Member at an HBCU

Because I am a faculty member at an HBCU, I was able to understand the perceptions and realities of the faculty participants of this study. I am very familiar with many of the stories participants shared in regard to helping students and giving of their time and energy to university wide causes. My background made it easy for me to understand, evaluate, and analyze the experiences of the faculty. The faculty participants taught me the importance of giving through their selfless acts towards the university. As a faculty member at an HBCU, I often asked myself the research questions that were asked in this study to see if my responses would be similar to those of the participants, and the answer is “yes.” Similar to the faculty interviewed I grew up in a culture of giving, and it was the giving practices of those in the church, my family, and others close to me that encouraged me and taught me what it means to give. I hope that this study will showcase the fact that faculty members who work at HBCUs give of their time, talent, and resources. It is the rooted behaviors of giving that faculty display that will ultimately be the source of success of our HBCUs.

APPENDIX A
PERMISSION TO REPRODUCE FIGURE



GIVING USA

REQUEST FOR PERMISSION TO REPRINT

Please email to info@givinginstitute.org or fax to 312.265.2908

Date: June 20, 2011

Contact Name: Curtis Practor

Title: Student

Organization: University of Central Florida

Address: 3001 Glading Place

City: Sanford State: FL Zip: 32773

Phone: 407-754-4654 Fax: _____ Email: cpractor@knights.ucf.edu

Items or Pages Requested to Reprint: Giving USA 2011 Executive Summary: 2010 contributions pg 6

Purpose of Reprint: The image will be used in my dissertation to showcase where Americans are spending their philanthropy dollars.

FOR OFFICE USE ONLY

Date Received:	<u>6/22/11</u>	Received By:	<u>JA</u>	Approved:	<u>JA</u>	Notified:	<u>6/22</u>
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	PERMISSION HAS NOT BEEN GRANTED.
Signature	PERMISSION HAS BEEN GRANTED. PLEASE CREDIT "GIVING USA 20XX, Giving USA Foundation™"
	<u>JA</u>

APPENDIX B
INTERVIEW PROTOCOL

Interview Protocol Background Questionnaire:

These questions seek to gain background information on you the participant and your experience in relation to this study. Please answer all that qualify:

1. Place a (x) next to the degree earned:

_____ A. Bachelors of Science or Arts

_____ B. Masters of Science or Arts

_____ C. Educational Specialist

_____ D. Doctor of Education (Ed. D)

_____ E. Doctor of Philosophy (Ph. D)

_____ F. Other

2. What is your current title/position and department?

3. How long have you worked in education?

4. How long have you worked at an HBCU?

5. What type of college or university did you attend? Public or Private; Teaching or Research; HBCU or Traditional; campus size > 10,000; campus size <10,000

6. Gender

_____ A. Male

_____ B. Female

7. How long have you lived in the South?

8. What region/geographic area did you grow up in?

9. Are you a 1st generation college student? If no did both parents attend college?

10. Mark the area in which your age fall:

- | | |
|--|-------------------------------------|
| <input type="checkbox"/> A. 25 or less | <input type="checkbox"/> F. 46-50 |
| <input type="checkbox"/> B. 26-30 | <input type="checkbox"/> G. 51-55 |
| <input type="checkbox"/> C. 31-35 | <input type="checkbox"/> H. 56-60 |
| <input type="checkbox"/> D. 36-40 | <input type="checkbox"/> I. 61-65 |
| <input type="checkbox"/> E. 41-45 | <input type="checkbox"/> J. Over 65 |

11. Have you been involved directly with raising funds for the college or university?
If so in what capacity

RESEARCH QUESTION 1: WHAT LIFE EXPERIENCES CONTRIBUTE TO THE PREDISPOSITION OF FACULTY DONORS IN GIVING TO THEIR INSTITUTIONS?

1. Why do you give?
2. What do you consider to be philanthropy?
3. In your childhood were there people around you that gave charitable donations? If so explain the role they had in your life and what you took from that experience.
4. On a scale of 1-10 with 1 being low/poor and 10 being well to do. What would you rank your family household social economic status growing up?
 - a. (Explain why you rated it as such. What characteristics and factors did you see that would lead you to believe that your family is rated at that level?)
5. Did you attend an HBCU?
6. Did you receive scholarships and other financial aid to attend school?
7. Do you feel that you have a duty or responsibility to give back or look after your community?
8. How happy are you with your current position at the university? Do you inspire to be at a different position?
9. Do you have any close working relationship with anyone at the institution? Have you ever discussed giving or charitable work with colleagues?
10. Do you consider yourself to be a religious person and does that conviction play a role in your giving practices? Explain.

RESEARCH QUESTION 2: WHAT INTRINSIC MOTIVATIONAL ELEMENTS INFLUENCE FACULTY DONORS TO GIVE TO THEIR EMPLOYING INSTITUTION?

11. Does the recognition of giving play a major role in why you give to the institution?
12. When individuals give they describe the process or the reason that they give to come from an internal place. Can you recall and describe the feeling you have when you give?
13. The internal feelings that we get when we give sometimes can be traced back to a previous experience, an attitude, belief, or memory in our life. Can you describe the last time you gave and discuss the ultimate reason that lead you to give?
14. How does working at an HBCU influence you to give?
15. Do you feel that the university can use your charitable donation?
16. Do you have a close relationship with your alma mater in terms of giving?
 - a. (Explain the connection you have to your employing institution. In your opinion is it stronger than the connection you have with your alma mater?)
17. Do you think the university adheres to its mission statement?
18. Does the chance that you may get promoted influence why you give?
19. In your opinion are HBCUs still needed today?
20. Do you hold a notable position in the community?
21. Describe the feeling you get knowing that your financial contribution to the university may have provide a student with enough tuition dollars to stay in school or given the university the means to open a new lab or provided someone with an opportunity to get an education?

- a. (Where do you think your contributions can best be utilized? i.e. scholarships, building fund, technology, resources, etc.)

RESEARCH QUESTION 3: WHAT STRATEGIES ARE USED TO SOLICIT FUNDING FROM FACULTY?

22. Have you been approached with any solicitation by the institutional advancement office?
23. Have you been approached by administrators of the university, other faculty, or students asking you to give?
 - a. (In what ways have these groups ask you to give?)
24. How effective of a job do you feel the institutional advancement office does?
25. Are you familiar with the institutional advancement team and their role at the university? Explain their role in your own words.
26. What role does the president and/or board of trustees members have in terms of fundraising and giving at the university?
27. Is there any area that you feel is under supported at the institution and feel needs to be given more attention by institutional advancement officers?
28. Which strategies did you feel had the biggest impact on why you decided to give?
 - a. (In addition what strategies does your alma mater use to solicit funding from you and did you find their strategies to be effective?)
 - b. (What holds you back from giving more?)
29. Is there any area or additional concern you want to address that is related to this study?

APPENDIX C
FIELD NOTES

Her biggest area of concern was the area that could use more support (quest. 27). Stating along the lines that her dean was overworked and that she was as well needing more time and additional resources in the college of education to earn more grants. But at the same time understanding the univ. mission

Description of office:

~~_____~~ office was jumbled filled w/ a lot of books referring to teacher education + quality. She herself described it as organized chaos. The office although small she felt very comfortable and inviting to those who came in. During the interview we sat at a small table that allowed us to really share and connect vs. sitting across from her desk. Pictures of awards covered her office walls along w/ book shelves.

APPENDIX D
INSTITUTIONAL REVIEW BOARD APPROVAL



University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: UCF Institutional Review Board #1
FWA00000351, IRB00001138

To: Curtis L. Proctor

Date: November 23, 2011

Dear Researcher:

On 11/23/2011, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination
Project Title: UNDERSTANDING FACULTY DONORS: GIVING AT
HISTORICALLY BLACK COLLEGES AND UNIVERSITIES
IN THE SOUTHERN REGION OF THE UNITED STATES
Investigator: Curtis L. Proctor
IRB Number: SBE-11-08027
Funding Agency:
Grant Title:
Research ID: N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 11/23/2011 01:04:59 PM EST

A handwritten signature in black ink that reads 'Joanne Muratori'.

IRB Coordinator

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