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A Model Graduate Curriculum In Fund Raising Administration For American Higher Education

Ernest William Wood
University of the Pacific

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A MODEL GRADUATE CURRICULUM
IN FUND RAISING ADMINISTRATION
FOR AMERICAN HIGHER EDUCATION

A Dissertation
Presented to
the Graduate Faculty of
the University of the Pacific

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Ernest William Wood

May 1983

ERNEST WILLIAM WOOD

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This dissertation, written and submitted by

Ernest W. Wood

is approved for recommendation to the Committee
on Graduate Studies, University of the Pacific

Dean of the School or Department Chairman:

Oscar J. Jannis

Dissertation Committee:

TRC Coleman

Chairman

Heath Lowry

Eckhard Baak

Ivan W. Rowland

Bobby R. Hopkins

Dated

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CHAPTER 1

INTRODUCTION TO THE STUDY

Fund Raising and Higher Education

The fund raising profession, especially in American higher education, has evolved into a practiced discipline which has imposed upon itself a high code of ethical standards and practices. This seems to stand in sharp contrast to its past image, still held by some within the academic community and general public. Few areas of responsibility, however, demand greater honesty, confidentiality, morality, dedication, performance and productivity for sustained success and credibility than the administrator who must discreetly engage in the highly sensitive practice of fund raising.¹

While the critical need for private voluntary gift support has dramatically increased in American higher education in recent years, so has the fund raising profession matured in its sophistication, expertise and commitment to its unique role. Broce, a respected scholar and university president, states from his years of experience as an educational fund raiser:

Two of the most challenging realities facing the

¹ Arthur V. Ciervo, "Professionalism, Performance, and Productivity," in Handbook on Institutional Advancement, ed. A. Westley Rowland (San Francisco: Jossey-Bass, 1977), pp. 15-16.

fund raiser are these: (1) we are always dealing in the future, and (2) we are always concerned with enriching the quality of the human condition. We grow comfortable when we use the word "investment" in discussing a gift. It implies² that giving is going to make something good happen.

The Problem

Nowhere has philanthropy become a more serious business than in the United States where fund raising programs are becoming central to the operations of our nonprofit service institutions.³ The expanding present dependence on the private sector as a financial resource, during a time when inflation has taken its toll and government has reduced its subsidy, has signaled additional attention toward fund raising.

The basic problem which has been created is that the need for qualified professional fund raising administrators has increased much faster than the supply. Without established professional educational programs in fund raising among our colleges and universities, demands are being addressed through commercial firms or professional organizations offering workshop and seminar training opportunities.

In addressing this problem, Broce observed:

Unlike most other professions, fund raising has

² Thomas E. Broce, Fund Raising: The Guide to Raising Money from Private Sources, (Norman: University of Oklahoma Press, 1979), p. 3.

³ Ibid., pp. 3-4.

lacked a formal "body of knowledge" upon which to draw. At this writing no formal course in fund raising methods has yet been successfully established at any American university or college. In the bureaucracy of education the effort has often died for lack of a home. Education schools believe that training in fund raising techniques should be worked into their courses of study, while business schools believe that the field is a natural part of their programs. In the end nothing happens in either place.⁴

Because of the need for qualified professional fund raising administrators, the major problem of this study was to identify and recommend an appropriate preparatory program for these administrators.

Purpose of the Study

The purpose of this study was to develop an appropriate and comprehensive model curriculum useful at the Master of Arts level in preparing qualified individuals for professional careers in fund raising administration. Although no established professional fund raising course of study has existed long enough to serve as a proven model with successful graduates in the field, a few colleges and universities have very recently initiated new programs with this as an objective.

This study attempted to establish this model curriculum, including courses and the most important topics or competencies, in a format that will be useful to any institution of higher education with the resources to offer these

⁴ Ibid., p. 5.

courses of study. Such an educational program may not only serve those entering into fund raising professions in higher education, but also the many other nonprofit organizations serving our society.

Significance of the Study

Only time can establish the true significance of this study. The most recognized leaders, however, in professional fund raising organizations have encouraged the researcher to pursue this study as a very significant contribution to building the critically needed formal educational programs in fund raising administration. Although this study cannot institute the graduate programs desired, it could well provide the first major step in the process of making them a reality.

The President of the Council for Advancement and Support of Education, James L. Fisher, who has personally encouraged this study, declares:

Despite the increased need for professional training, formal academic courses and professional texts in institutional advancement are few. Fund raisers in particular tend to learn through on-the-job training that teaches the how-to's but neglects the necessary, broad understanding⁵ of issues, management and philanthropic motivation.

Endorsing the value of this study include the President of the National Society of Fund Raising Executives and the

⁵ James L. Fisher, "Forward," in Handbook for Educational Fund Raising, ed. Francis C. Pray, San Francisco: Jossey-Bass, 1981) p. xi.

President of the Council for Financial Aid to Education.⁶

John J. Schwartz, President of the American Association of Fund-Raising Counsel, in his letter, affirmed:

In reference to your letter of May 25, your proposal to conduct a comprehensive study to develop a model curriculum on fund-raising management would be, indeed, very valuable to our profession.⁷

Objectives of the Study

The fundamental assumption of this study was that a body of knowledge on fund raising administration does exist in various forms as a distinct discipline, but has yet to be incorporated by significant research into a formal academic curriculum. The objective of the study was to draw from a qualified sampling of professional fund raising administrators in American higher education sufficient data to create the desired model curriculum for implementation.

Procedures

A researcher-designed questionnaire with a cover letter and a self-addressed response device was mailed to each chief Development officer of all the colleges and universities in the United States raising one million dollars per year in gifts for current use and having enrollments of at

⁶ See Appendix A.

⁷ Letter received from John J. Schwartz, President of the American Association of Fund-Raising Counsel, New York, N. Y. 16 June 1982, see Appendix A.

least one thousand.⁸

The Questionnaire lists the various areas of study most prevalently taught or discussed in fund raising workshops, institutes, seminars or courses of study nationwide. Each topic was then rated by the sampling according to its degree of emphasis or level of importance. A computer was used to tabulate and analyze the returns in producing correlations and relationships.

Limitations of the Study

This study was limited to the perceptions of the chief Development officers responding among the two hundred and ninety-eight colleges and universities meeting the researcher's selection standards in the United States. Although the survey instrument was designed from a broad review of educational programs in fund raising, the sampling was limited to institutions of higher education meeting a criteria which represented established Development programs.

Although fund raising is widely practiced beyond American higher education, the study was limited to this educational sampling. Useful generalizability, however, may apply to the education competencies required of fund raising administrators in other major service organizations or institutions within our society.

⁸ Council for Financial Aid to Education, 1980-81 Voluntary Support for Education, (New York: CFAE, 1982). institutions within our society.

Definition of Terms

Specific terms essential to this study and commonly used in fund raising administration are defined as follows:

Institutional Fund Raising

Development. Development is the title commonly used at colleges and universities for the administrative function responsible for the activities and programs which will ultimately produce funds and other support resources to carry out the mission, or academic goals and objectives established by the institutions' leadership. It refers to the development of resources for the institution.⁹

Fund Raising Administration. Fund raising administration is the administrative or management function in an institution or organization responsible for its fund raising activities, programs and personnel. The term fund raising is commonly used to describe the solicitation of gifts from private sources.¹⁰

Institutional Advancement. Institutional advancement is a broader term but inclusive of both Development and fund

⁹ Robert L. Stuhr, "Use of Marketing Tools--the Future Will Demand It," International Fund Raising Conference and National Society of Fund Raising Executives Institute, Toronto, Canada, 18 March 1982.

¹⁰ Steve Muller, "The Definition and Philosophy of Institutional Advancement," ed. Rowland, op, cit., p. 5.

raising administration. It extends to the entire area of responsibility within an institution for such functions as external relations, internal relations, government relations, alumni programs, institutional information and student recruitment.¹¹ Often the three terms of fund raising administration, Development and Institutional Advancement are used interchangeably. For the purpose of this study they may be considered synonymous.

Philanthropy

Philanthropy is the voluntary act of giving money with the intent to benefit humanity. It is the love of mankind shown by practical kindness and helpfulness to others.¹²

Prospect/Development Research

Development or Prospect Research is the activity of researching and compiling information on a prospective donor in the process of identifying, evaluating and cultivating that individual or group for a gift. It provides helpful information for the Development staff and volunteer in determining the donor's relationships with the institution, the projected size of gift, and the strategy for creating the optimum potential for receiving the gift at the point

¹¹ Muller, op. cit., pp. 1-9.

¹² "Philanthropy", Thorndike-Barnhart's Comprehensive Desk Dictionary.

of solicitation.¹³

Types of Gifts

Annual Gifts. Annual gifts identify unrestricted or undesignated gifts usually contributed to a campaign or program known as the Annual Fund. This is an ongoing annual fund raising program designed to meet the designated amount in the institution's annual operating budget under the income category of gifts and grants. A variety of fund raising programs including direct mail, phone campaigns, alumni class agents, gift clubs, planned giving and other efforts are conducted to generate annual or current gifts.¹⁴ Current gifts by some definitions can represent both unrestricted gifts for budget operations or restricted gifts for a designated use not in the budget, but intended for current use.

Capital Gifts. A capital gift is a designated gift received for a particular program or project such as a building, endowment, equipment or academic enrichment, usually obtained through the efforts of an organized Capital Gifts Campaign. These gifts are considered restricted to the capital projects described in the campaign and/or as designated by the donor. A major capital campaign which

¹³ F. P. Ray, "Research and Cultivation of Prospective Donors," ed. Pray, op. cit., pp. 81-92.

¹⁴ Broce, op. cit., pp. 79-102.

focuses on major large gifts is an intense undertaking and often conducted over several years.¹⁵

Deferred/Planned Gifts. A Deferred or Planned Gift is a gift declared now with the actual release of funds for the charitable organization to come at the donor's or survivor's death, or following a specifically established period of time as designated on the gift instrument. These gifts fall into two categories: revocable and irrevocable. The revocable planned gift can be made by a will or a revocable trust. The irrevocable gift encompasses a number of irrevocable gift instruments such as the Annuity Trust, Gift Annuity, Pooled Income Fund, Charitable Remainder Unitrust, Life Estate, Bargain Sale, Insurance and the Charitable Lead Trust during its timeline. These irrevocable programs usually provide life income to the donor(s), immediate and possible long term tax advantages, management of assets and the satisfaction of making a gift during one's lifetime.¹⁶

Organization of the Study

Chapter 1 has included an introduction to fund raising and higher education, and presented the problem; reviewed

¹⁵ Russell V. Kohr, "Capital Campaigning," ed. Rowland, op. cit., pp. 236-272.

¹⁶ Conrad Teitell, in Handbook of College and University Administration, ed. Asa S. Knowles (New York: McGraw-Hill, 1970), Chap. 5, p. 251.

its purposes, significance, assumption, procedures, limitations and definition of terms. Chapter 2 contains a review of the literature, including an historical background of philanthropy, the role of fund raising in American higher education and the application of professional fund raising education to this study. Chapter 3 describes the research methodology and procedures. The presentation of the analysis and interpretation of the data are reported in Chapter 4. Chapter 5 summarizes the study with conclusions, observations and recommendations.

CHAPTER 2

THE REVIEW OF LITERATURE

Historical Background of Philanthropy

Giving may be a very personal thing to an individual, but noticeable differences seem embedded in religion, ethnicity, or socio-economic status, and these have been reflected by significant historic changes.¹⁷ Before analyzing our American culture and its philanthropic practices, a glance at philanthropy from an historical anthropological perspective with its shifts and development will emphasize the almost limitless forms of charitable activities that have existed in past civilizations. This backdrop may then provide a broader understanding of philanthropy and higher education, which relate to social and cultural values in America.

Altruism, Man and His Cultural Values

The phenomenon of altruism seems to be an inherent universal behavior of man, practiced and experienced in various ways throughout history. Philanthropy does, however, seem almost exclusively to emerge among the more highly developed societies, having advanced levels of urbanization, sophistication, complexity, affluence,

¹⁷ Frank Emerson Andrews, Philanthropic Giving (New York: Russell Sage Foundation, 1950), p. 27.

education and social class.¹⁸

A review of the literature from ancient records to modern practices reflect man's compelling need to give to a cause or purpose beyond himself. This seems largely shaped by the cultural values of the society in which it is practiced. The power of philanthropy has erected temples, built universities, funded wars, preserved the arts and changed the course of history. Philanthropy ultimately evolves toward creating institutions or instruments to perpetuate the cultural values of the benefactor's society. It is also one of the best qualities to be observed in the nature of man. Actually the word philanthropy stems from two Greek roots "Philo Anthropos" meaning "Love of Mankind."¹⁹

Modern philanthropy reflects many traits which bear out the evidence of the various forms of charitable activities that have existed in past civilizations leading to the present sophisticated practices of the twentieth century western world. Rudimentary type foundations seem to have flourished in ancient Egypt, Rome, Greece and China. The motivation to establish the tradition and seeming universality of a formal structure for philanthropy is expressed by

¹⁸ Ibid., pp. 27-42.

¹⁹ Philanthropic Services for Institutions, Accent on Philanthropy II (Washington, D.C.: Adventist World Headquarters, 1982), pp. 1-10.

W. A. Nielsen:

In all probability if the anthropological data were available, it would be found that the red Mayans, the white Norsemen and the black Benin made their own appropriate arrangements to serve the universal impulse of altruism.

Egyptian Philanthropy

Egyptian civilization developed a philanthropy which in some ways parallels modern practices. One of the oldest records of giving can be found in The Book of the Dead, which is the chief monument of the religious literature of Egypt, and dates back to about 4,000 B.C. These writings express a certain compatibility with our contemporary concept of philanthropy often motivated to take personal action in order to make life happier or better for others.²¹

Religious philanthropic motivation was clearly the most powerful force recorded in the giving patterns of Egyptian noblemen. They desired that it be well with them in the presence of the great god.²² These ancient men of wealth used capital funds to establish what foreshadowed our modern forms of foundations and trusts to provide perpetual

²⁰ Waldemer A. Nielsen, The Big Foundations (New York: Columbia University Press, 1972), p. 3.

²¹ E. A. Wallis Budge, trans., The Papyrus of Ani (New York: G. P. Putnam's Sons, 1913), p. 587.

²² James Henry Breasted, Ancient Records of Egypt, I (Chicago: University of Chicago Press, 1927), pp. 151-152.

maintenance of their interests and soul cult.²³

Ancient Egyptian epitaphs repeatedly emphasized the deceased meeting the needs of the destitute with pity toward the sick, blind, lame, orphan, widow and aged. These epitaphs leave no doubt that these Egyptians aspired to be remembered as philanthropists by inscribing:

I am the well-born benefactor; I am he whose hand is always open to him who has nothing; never has my heart said, 'I have already given.'²⁴

Greek and Roman Philanthropy

The Greek and early Roman perception of philanthropy is in sharp contrast to that of the Egyptians, in that it was directed for kindly acts "toward people," not just the poor. It had little or no relationship with poverty; was seldom motivated by pity and more closely resembled hospitality or the art of being the perfect host to colleagues and travelers.²⁵

Cimon the Athenian was one of the best known of the Greek philanthropists. His reputation as a benefactor was established by providing meals and keeping open house for his fellow citizens and travelers.²⁶

²³ Ben Whitaker, The Philanthropoids: Foundations and Society (New York: William Morrow and Company, 1974), p. 29.

²⁴ Andrews, op. cit., p. 31.

²⁵ Ibid.

²⁶ Berndotte Perrin, trans., Plutarch's Lives, II (London: William Heinemann, 1914), p. 433.

Probably the most significant recorded philanthropic event in the history of higher education is the establishment of Plato's Academy in ancient Greece. As the first private institution of higher education, it actually came into existence when friends:

. . . Prevailed upon Plato to come back to Athens. Thereupon, on the city's northern outskirts at Colonus, they acquired for him a tract of land where he organized his renowned Academy, the archsire and name-giver of all academies ever since . . . We are told, for example, that King Dionysius II of Syracuse favored Plato with a gift of around half-a-million dollars.²⁷

Following the establishment of the Academy it was the philanthropist Cimon who decided the grounds needed to be more conducive or appropriate as a teaching center for Plato and Aristotle. As a philanthropic act of human enrichment Cimon transformed the first Academy into a well-watered grove with shady walks very similar to the conceptual idea we have of today's campuses.²⁸

Not only has the first Academy prevailed as a model for much of academe, in search for wisdom and the pursuit of knowledge, but it established a concept of philanthropy toward private higher education which has persisted through the centuries and is practiced to this very day. Other early evidence of philanthropy in higher education took

²⁷ Adolphe E. Meyer, Grandmasters of Educational Thought (New York: McGraw Hill, 1975), pp. 20-21.

²⁸ Perrin, op. cit., p. 447.

place in the fourth century B.C. during the reign of Alexander the Great. Extending his empire to include Egypt and the Near East, Alexander founded by gift, in northern Egypt, Alexandria University.²⁹

European Philanthropy

Following the earthly life of Christ, European philosophy accepted the Christian precepts which set a high personal standard for givers, emphasizing the virtues of total unselfishness and sacrificial giving. In his book on philanthropic giving Andrews concluded:

The teachings of Christ set up a new and lofty personal ethic for givers, which became the most important single influence on the philanthropy of the western world. Some of these teachings had been foreshadowed in the Hebrew prophets, in Egypt, or in other religions; some are concepts so far above men's thinking, then³⁰ or now, that they remain more admired than followed.

During the Middle Ages the establishment of institutions of higher education through voluntary gift support became well documented with the founding of the medieval universities. The University of Bologna, founded in 1088, was endowed with twenty-three professorial chairs. The University of Paris, founded in 1130, received endowments to establish colleges within the University. The International

²⁹ "Development, College and University."
International Encyclopedia of Higher Education, 1977,
p. 1269.

³⁰ Andrews, op. cit., p. 34.

Encyclopedia further states that:

In 1258 Robert deSorbon endowed a college which marked the beginning of the Sorbonne, and in 1266 five hundred pounds were contributed . . . This practice of establishing colleges spread throughout Europe attained great popularity, particularly in England, where it became the dominant feature of university life at Oxford and Cambridge.³¹

A new wave of philanthropy sprang up in England among the rising middle class, endowing schools and funds for financially deprived scholars.³² In 1601 an act was passed under Queen Elizabeth to control and protect philanthropic funds. This document known as the Statute of Charitable Uses, became the cornerstone of Anglo-Saxon law relating to philanthropy. Its preamble is strikingly similar to our American legal statements on charities and non-profit organizations.³³

American Philanthropy and Higher Education

As settlers came to America their cultural values were part of the possessions they brought with them. The zeal of the Puritans, however, had a great affect on reshaping those values and attitudes concerning philanthropy, even though the wealthy stayed in England. The Puritans rejected the

³¹ International Encyclopedia of Higher Education, loc. cit.

³² Andrews, op. cit. p. 37.

³³ Danby Pickering, The Statutes at Large, VII (Cambridge: Cambridge University Press, 1763), p. 43.

idea of giving to the poor and concentrated their philanthropy on promoting and maintaining their religious values.

All education in Colonial America was private, primarily established to train ministers for perpetuating the spiritual and moral teachings of the Puritan Christian Church. The motivation for financial support was principally to serve the mission of the church and incidentally to establish educational opportunities. The zeal of religious commitment created an attitude that suggested duty as well as a privilege toward volunteer financial support of private education.

The embryonic stages of American higher education endowed it with a certain nature and principle unique to any other before it. As a product of Colonial values, the sense of community, and the rare practice of private gifts as a means to solve social problems, American higher education was born.³⁴ These roots, planted in religious fervor and a belief that the value of money could be transferred into an educational process, have built the most open, stimulating and responsive advanced educational system in the world.³⁵ With a world perspective in education, King declares, "the

³⁴ Broce, op. cit. p. 9.

³⁵ Edmund J. King, Other Schools and Ours (New York: Holt, Rinehart and Winston, 1979), pp. 289-329.

best of American higher education is unsurpassed anywhere."³⁶ The concept that the cost of delivering education should be borne by its beneficiaries, apart from the government, established both the traditions of tuition and private gift support in American higher education.

Harvard University. America's first institution of higher education in Colonial America was founded in 1636. The General Court of Massachusetts Bay Colony voted 400 pounds for a college. Two years later, John Harvard, a newly arrived English clergyman, died, bequeathing to the young college 779 pounds, 17 shillings, and 2 pence, plus his personal library of several hundred books. In appropriate recognition, the college was named Harvard, forever linking America's oldest college with the name of its first generous benefactor.

It is of interest to note that the document considered to be one of the most important sources of information on early Harvard, New England's First Fruits, 1643, is actually a promotional tract designed to raise funds for the new college.³⁷

³⁶ King, World Perspectives in Education (New York: Bobbs-Merrill, 1962), p. 174.

³⁷ Worthington C Ford, "New England's First Fruits, 1643," Proceedings of the Massachusetts Historical Society, (Apr. 1909), 259-66.

Eighteenth century socio-economic changes. As socio-economic changes developed in America changes also developed in the philanthropists' motivations to support higher education. This can be judged to have shifted from a religious zeal to that of scholarly endeavor, or the pursuit of establishing and supporting institutions with a scope broader than the mission of one particular church denomination. This changing attitude within the American social system was the growing commitment to develop the nation economically and intellectually with lesser emphasis on education's only reason for being, to serve the church. The emergence of a certain degree of interdenominational sponsorship was perhaps the most significant development in American colleges during the last half of the eighteenth century.³⁸

A prime example of this can be found in the Princeton charters of 1746 and 1748, as the college opened its doors to an interdenominational student body. Not only did the charter clearly state the mission of the college to be an academic commitment to the liberal arts and sciences for all its youth, but it expressed a neutral religious position quite contrary to earlier Colonial attitudes by stating:

That no Free-man within the said Province of New Jersey, should at any time be molested, punished,

³⁸ Richard Hofstadter and Wilson Smith, American Higher Education; A Documentary History, I (Chicago: University of Chicago Press, 1961), pp. 13-175.

disquieted, or Called in Question for any difference
in opinion or practice in matters of Religious
Concernment . . . ³⁹

These attitude changes in opposition to traditional
sectarian colleges were not without controversy and reflect-
ed some of the revolutionary thinking pushing for reforms in
America. The motivating support to these new non-sectarian
colleges was quite different from Harvard and other colleges
mainly committed to educating the clergy.

As a result of these changes, those of means, who were
embracing this new philosophy, financially supported these
colleges for reasons that were also new to America philan-
thropy. As with earlier altruistic urges experienced by the
Egyptian, Greek and European before them, American
philanthropoids were molded by the cultural values of
society, producing benefactors committed to perpetuating
those values.

Philanthropic influence in American society. America's
new social and governmental systems presented education and
religion as the two structured non-governmental avenues of
opportunity to either change or maintain the cultural values
of the nation. This gave philanthropy tremendous power in
weaving the social fabric and educational system of America.

Although little is written or researched on this topic,
Merle Curti and his associates at the University of

³⁹ Ibid., p. 83.

Wisconsin conducted a study twenty years ago and admitted:

To be sure many forces working together gave higher learning in the United States its present shape . . . and the subtle influence of ideas and educational theories, emanating from both foreign and domestic sources, has been powerful. But philanthropy as a shaping force has a special importance. In many cases it created the models those publicly supported universities and colleges later followed . . . Gifts and bequests made possible an expansion of higher education as the nation grew . . . Today, for better or worse, our colleges and universities bear the marks left by philanthropy to an extent that is rare among American institutions.⁴⁰

The power of American philanthropy to create and support institutions is a national phenomenon of our social values. Charitable gifts in the United States are made possible by the wealth accumulation opportunities of individuals, foundations or corporations, each possessing its own reasons for making gifts.

The free enterprise system with its tax policies and charitable deductions is an integral part of our social structure and legal system. Our government encourages philanthropy by publicizing:

Our Federal Government recognizes that gifts to religious, educational, charitable, scientific, and literary organizations have contributed significantly to the welfare of our nation; and the tax laws are designed to encourage such giving. You are entitled to take a charitable contribution deduction, subject to certain conditions and limitations, on your income tax return for genuine gifts of cash or property to

⁴⁰ Merle Curti and Roderick Nash, Philanthropy in the Shaping of American Higher Education (New Brunswick: Rutgers University Press, 1965), Preface, p. v.

such qualified organizations.⁴¹

From the Colonial beginnings to the contemporary major programs of American higher education, gifts from philanthropy have provided the fuel to thrust our colleges and universities into their present status. Like the genes that select the nature and form of a living organism, so philanthropy has given a direction and quality to American higher education.

One cannot honestly deal with the history of American higher education in the full sense of its development without also being a student of the philanthropy that shaped it. The International Encyclopedia of Higher Education affirms that:

Perhaps no form of philanthropy deserves more careful study because it is unique and unapproached elsewhere in the world. Private higher education in the United States, in particular, owes a considerable portion of its present growth and development to philanthropists past and present, who deemed giving to colleges and universities⁴² an opportunity to invest in the welfare of mankind.

The Role of Fund Raising in American Higher Education

Voluntary gift support for higher education is a practice uniquely American. Most foreign institutions

⁴¹ Superintendent of Documents, Valuation of Donated Property, U.S., Department of the Treasury Internal Revenue Service Publication No. 561 (Washington, D.C.: GPO, 1979), p. 1.

⁴² International Encyclopedia of Higher Education, loc. cit.

of higher education are agencies of governments. The distinctive character and historical practices in the United States regard higher education as an activity in the public interest.

In the earlier days of American higher education a more parochial attitude prevailed. College presidents symbolized the image, philosophy and direction of these early institutions of higher education in America. These autocratic presidents who served as kings over their own academic kingdoms, used a great deal of their personal influence to single-handedly solicit their friends and patrons for large gifts in support of their institutions.⁴³ This particular role of the president as the one-man key fund raising administrator prevailed into the nineteenth century.

Emergence of Fund Raising Administration

As higher education flourished in an expanding mobil society, the complexity of communications, advanced management, and the technical aspects of philanthropy brought about significant administrative changes. With the growing demand for gift support, private colleges and universities began to introduce individuals into their administrations who possessed certain skills that attracted philanthropy to their institutions. Although these administrators worked

⁴³ Arnaud C Marts, The Light of Inward Vision (New York: A. S. Barnes and Co., 1973), pp. 123-124.

closely with their presidents in fund raising, their tasks also encompassed the broader expanding role of institutional advancement. This newly defined administrative function was referred to as Development.

The International Encyclopedia of Higher Education explains that:

The phrase College and University Development which began to be liberally used in the United States in the mid-1940's, designates programs organized by colleges and universities to create an understanding of their missions, services, and accomplishments, and thereby to generate goodwill and voluntary financial support to sustain and advance their educational objectives.⁴⁴

The American College Public Relations Association and the American Alumni Council jointly held a three day conference at Greenbrier White Sulphur Springs, West Virginia in 1958 to address the emerging role of Development. Their Greenbrier Conference on "The Advancement and Support of Higher Education" was the product of a study and report made possible by a grant from the Ford Foundation. The Forward of the publication which grew out of the Greenbrier Conference states that the study was prompted by the realization, in the long run:

---that the very survival of western civilization, as we know it, may depend on the strength and quality of American higher education;

---that what happens to the strength and quality of American higher education depends, in no small

⁴⁴ International Encyclopedia of Higher Education, op. cit., p. 1268.

measure, on the degree to which the public really understands and is willing to support our colleges and universities;

---that the advancement of such public understanding and support will depend almost exclusively on improving the effectiveness of individual programs which are designed and carried out to achieve these ends.⁴⁵

The opening of the Greenbrier Conference introduced the context of the topic at hand by relating that since the end of the second World War, a new area of administration had clearly emerged in American higher education. Although it was not commonly understood, and still lacked a full definition, the Development function was the focus for this significant conference. A survey questionnaire which was part of the study indicated that 241 of the 385 respondent institutions had fund raising as a separate administrative function.⁴⁶ The final statement of the 1958 Greenbrier Conference and study records, "The main conclusion to be drawn from this study is that a new area of administration in higher education has developed which requires recognition and accommodation."⁴⁷

In less than a decade following the statement of the Greenbrier Conference, calling for recognition and accommodation, authorities of college and university administration

⁴⁵ American College Public Relations Association, The Advancement of Understanding and Support of Higher Education (Washington, D.C.: ACPRA, 1958), Foreward, p. xi.

⁴⁶ Ibid., p. 45.

⁴⁷ Ibid., p. 58.

were recognizing Development as one of the four major divisions of administration within American higher education. Prior to 1970 the Division of Higher Education, U. S. Office of Education, conducted a survey which revealed that most public and private four-year colleges had separate offices in charge of academic, student service, business management and institutional development functions.⁴⁸ The most common administrative structure representing each of these four basic divisions has been the appointment of a vice president to serve over each function.

Bohlen suggests, in presenting the organization, policies, and standards of the Development office in college and university administration:

Professionals in the development field, as well as most educators, have recognized that development is now regarded as one of the main divisions of the administrative structure of a college or university. The importance of this responsibility is best illustrated by the fact that many times the person directing this program has the title of "vice president."

Regardless of whether development represents only the fund raising function at the college or the broader responsibility of public relations-fund raising, development should be a major administrative area along with academic and business affairs.⁴⁹

⁴⁸ James A. Morris, "Organization for Administration of Four-Year Colleges and Universities," in Handbook of College and University Administration, ed. Asa S. Knowles (New York: McGraw-Hill, 1970), Chap. 3, pp. 5-6.

⁴⁹ Jack R. Bohlen, "The Development Office--Organization, Policies, and Standards," *Ibid.*, Chap. 5, p. 102.

The contemporary role of Development in American higher education is now such an integral part of the administration, that no private college or university would think of operating without such a program. Our most prestigious private institutions, such as Yale, Harvard, Princeton, Stanford and others, considered to be well endowed and enjoying world-wide reputations for academic excellence, maintain large aggressive professional Development programs.

Yale, in spite of its strong financial position, recently completed "The Campaign For Yale," which raised over \$374 million during a five year period. Yale's final report booklet presented a review giving the reason for the campaign:

. . . charged with developing plans for raising funds that would solve the financial problems of the present and the years ahead (and also) assure that Yale would retain its high place in the educational leadership of the world.⁵⁰

This statement embodies the purpose and value of Development within the American private college or university in providing the funds needed to perpetuate its mission and retain its perceived high place in educational leadership. It is because of this central purpose, to provide the needed resources to perpetuate the mission of an institution, that Development has emerged as a main administrative division in American higher education.

⁵⁰ Yale University, The Campaign For Yale, 1974-1979: Final Report (New Haven: Yale University, 1980), p. 2.

Issues and Trends in Development

As a relatively young administrative function emerging so quickly within the historically well-established academic community, Development has been received with a mixture of resistance and acceptance. Much of this relates directly to the fact that money and institutional image may be emotion packed topics, greatly affected by the external forces with which Development is forced to deal constantly. The ever-changing environment in which Development must function and the constant absolute requirement for more funds, often places it in a very vulnerable position. The mission, image, accomplishments and future of Development should all be considered when facing the issues and trends of this unique discipline.

The Mission of Development. The mission to which Development is committed, or its reason for being, is simply to engage in the activities and efforts which will ultimately produce the resources needed to carry out the academic goals and objectives established by the institution's leadership. In his task of developing resources, the fund raising administrator serves as a type of representative broker engaged in presenting the institution's strengths and needs to prospective donors as opportunities to fulfill and perpetuate their own personal values. If the mission of a

college or university is unclear, then its Development program cannot be successful, and will often become the focus of institutional issues.

The Image of Development. Although there seems to exist obvious reasons to see Development as a critical factor in the financial health of American higher education, no ground swell of concern for understanding its process or formal appreciation for its achievements have really developed within the academic community itself. Conversely, an attitude prevails to a large degree in academe which holds fund raising as a function beneath the dignity of an educator while simultaneously enjoying its fruits. Smith, as Vice President for Development at Stanford University expressed:

Some people are temperamentally put off by the whole notion of fund raising . . . Others, consciously or unconsciously, excuse themselves from donor or volunteer responsibility by denigrating the profession. . .

Let's be frank about it: Some academic people with whom we associate day in and day out really feel superior to the entire subject of money. As a manifestation of that feeling they too may adopt and express disdainful attitudes towards us and what we do.⁵¹

Perhaps these attitudes do exist, but a realistic understanding of Development may also be lacking because its primary focus is external, removing it farther from direct

⁵¹ Joel P. Smith, "Professionals in Development: Dignity or Disdain?" Case Currents, (March 1981), p. 11.

involvement in academic functions than any other area of administration. Ideally, this should not happen, but other institutional priorities and demands often contribute to weak internal communications between faculty and Development.

The external image of Development is often highly regarded by trustees, corporate officers, foundation executives and members of the community. Their attitude is that the Development officer is the most knowledgeable and responsive representative of the institution apart from the president.

One professional practice that is necessary in fund raising, but counter-productive to image building, is the rule of always assigning success to someone else. As Smith expresses:

It seems to me politically important to credit not ourselves but a volunteer, not ourselves but the president, not myself⁵² but a new dean whose confidence I want to reinforce.

The Development image is in fact coming into focus as a valued and highly respected profession. When the existing perception of its activities moves more closely to its actual practices, the mystery of fund raising will be replaced by a clearer understanding of Development's function. This evolution should enhance the image of Development.

⁵² Ibid., p. 12.

The Accomplishments of Development. The accomplishments of Development in fulfilling its mission could well be measured by the overwhelming evidence of increased financial support to higher education during the past twenty-five years. Total voluntary support of America's colleges and universities reached \$4.23 billion in 1980-81, up 11.3% from 1979-80 and 75.5% over 1975-76.⁵³ Actually, the gift support to higher education is a by-product of a more extensive effort in developing advocates for each institution. One might say that Development's mission is the cause and gifts are the effect. There is no way a college today can expect to continue to exist and provide quality without giving dedicated attention to the Development process. As Nathan Pusey, the president of Harvard said:

A third source of income, indispensable for both public and private colleges and universities, is gift income . . . it is usually of crucial importance, first for balancing budgets and, then, if and when it is achieved, for⁵⁴ new ventures and efforts to improve performance.

In many cases Development has forced colleges and universities to evaluate and produce a clearly defined, written "case statement" of their mission. Institutional renewal has frequently resulted. This "case statement" has often provided the foundation for Development to establish

⁵³ Highlights from 'Voluntary Support of Education 1980-81', The CFAE Newsletter (New York, May 1982), pp. 2-3.

⁵⁴ Nathan M. Pusey, American Higher Education 1945-1970 (Cambridge: Harvard University Press, 1978), p. 113.

new benchmarks of progress in lifting financial restraints for institutions of higher education in America.

The Future of Development. The future will offer little relief from rising costs, declining student enrollments, and decreasing government support for higher education. The 1980's will create an expanding demand for highly competent and effective Development programs in higher education. One of the influential leaders in American higher education, Kerr, states:

The role of higher education in the United States in the next 20 years depends on much more than the often discussed potential enrollment decline . . . Private funds will become even more important to higher education, for several reasons.⁵⁵

With increased demands for additional income, Development seems to offer one of the few alternatives of hope in response to the financial crunch facing American higher education. This will create greater competition for the gift dollar, more discriminating donors and increased accountability for the fund raising profession.

Reduced and uncertain government support of public higher education continues to launch state colleges and universities into Development programs. This has already had an impact on private higher education in the area of competition for qualified experienced personnel and gift dollars. The trend seems to indicate that this is certain

⁵⁵ Clark Kerr, "New Imperatives for Private Support of Higher Education," Case Currents (May 1980), p. 8.

to amplify.

Much of this new visibility for Development assures that there will be a better understanding of its mission and programs. Ketchum, a leading consultant in the Development field, and a twenty-five year veteran in the profession predicts:

Despite the ever increasing nuances in the profession, however, there are still fundamental principles and disciplines required for success. During the next ten years, I think most of the soft-headed theorizing and high level mystery now encountered will have been soundly disproved and there will be greater adherence to the axioms on which⁵⁶ successful fund raising has been, is, and will be based.

The increased role of Development in American higher education seems to be bringing about a heightened level of sophistication in fund raising and increasing the need for better trained personnel entering the profession. An objective evaluation of Development's role has been described in a reference standard for higher education by stating:

College and university development plays a vital role in advancing the quality of educational life. It is much more than obtaining voluntary gift support from various sources: it depends on the dedication and expertise of volunteers as well as professionals in assuring investment in higher education; and its accomplishment is measured not only by institutional financial support but by general encouragement of higher education at large.⁵⁷

⁵⁶ David S. Ketchum, "Capsules of Advice Drawn from Experiences of Professionals," ed. Pray, op. cit., pp. 372-373.

⁵⁷ International Encyclopedia of Higher Education, op. cit., p. 1281.

This statement and others made by such leaders as Kerr and Ketchum, point to the significant role Development will play in the future of American higher education.

The Profession of Development

Like many professions that have evolved out of a distinct need within a society, Development has been understood more as a practiced art form than a separate discipline. Its early stages of growth have served more as an experience in practical research toward a clear understanding of its principles than a well defined course toward maturity and professionalism. Some of the guideposts which have been established are professional organizations, continuing education, professional ethics and practices, and certification of fund raising executives. These serve as evidence that this administrative function has indeed become a distinct professional discipline.

Professional Organizations

There are several national organizations that have been established to serve the fund raising profession. The American Association of Fund-Raising Counsel located in New York City is a non-profit organization of professional fund-raising counseling firms which maintain high ethical standards and adhere to a strict code of fair practices. New York is also the home of the Council for Financial Aid to Education, which has, over the years, diligently compiled

extensive annual reports on the voluntary support of American education.

Earlier in this chapter under the heading, Emergence of Fund Raising Administration, the 1958 Greenbrier Conference was discussed. This was a joint conference to address the growing administrative function of Development. It was sponsored by the American Alumni Council, founded in 1913, and the American College Relations Association, established in 1917. In 1974 these two associations merged to form a new organization, the Council for Advancement and Support of Education (CASE), with its national headquarters in Washington, D. C. CASE has become a moving force as the professional organization of institutional advancement for American higher education. The organization's annual regional conferences and many monthly workshops and seminars provide extensive continuing education for Development professionals and training for entry level personnel. Information and report services in cooperation with the Council for Financial Aid to Education are provided annually as well as the CASE monthly magazine, Case Currents.

Another leading organization serving professionals in fund raising administration is the National Society of Fund Raising Executives. NSFRE with its headquarters in the nation's capital, serves a much broader professional constituency than just educational fund raisers. It encompasses Development people attached to hospitals, museums, the arts,

religious organizations, social service agencies, research centers, consulting firms, educational programs and institutions, plus a number of other non-profit organizations. The International Fund Raising Conference of NSFRE has become a major annual event for fund raising professionals in the U. S. and the world. The NSFRE Journal and monthly luncheon meetings conducted by each local chapter provide constant contact and service to its members.

Continuing Education

Continuing education is discussed in more detail later in this chapter. It should be stated here however, that both CASE and NSFRE have/are playing significant roles in providing and encouraging continuing educational programs for their membership and others in the profession. CASE has developed a three-year training Certificate Program for career development as well as a self-study, apprentice-type program, called The CASE Academy, for persons who wish to enter the field of Institutional Advancement with little or no experience.

Professional Ethics and Practices

Both CASE and NSFRE have adopted a professional Code of Ethics in order to set high standards and practices among their members. This has done much to advance the profession by consensus and provide guidance for institutions and organizations seeking to set proper standards and policy.

The Code of Ethics deals with the professional practices of accuracy, truth, integrity, confidentiality, public demeanor, noncommission salary and conflict of interests. Its Preamble challenges the fund raising executives with a charge to be motivated by positive forces, have an inner drive to improve society, possess loyalty and dedication.⁵⁸

Certified Fund Raising Executives

NSFRE has recently taken a major step toward establishing a standard by which professionalism can be recognized through a comprehensive Certification Program. This certification program requires recorded verification of an applicant's experience, performance, education, service to the profession, awards/recognition, and pledge to the Code of Ethics and Professional Practices. After successfully meeting these requirements the candidate must then pass a comprehensive examination to validate his/her knowledge of fund raising principles and techniques. When all the standards have been met the NSFRE National Certification Board then reviews the candidate's application to determine if he/she is qualified to be declared a Certified Fund Raising Executive (CFRE). In publishing the purpose of the certification program, NSFRE announced:

The Certification Program is based on the premise

⁵⁸ For Code of Ethics and Professional Practices, see Appendix B.

that if fund raising executives and managers are to be recognized as professionals, there must be a method to assure the public, the institutions served and governments of the competence and quality of practitioners in the field.⁵⁹

Although the Certification Program has only been in operation a little over a year, it should prove to be a significant standard for fund raising professionals. In this short period of time, with only a small percentage of both NSFRE members and non-members certified, institutional leaders have already acknowledged the CFRE recognition as an important criterion when evaluating candidates for Development leadership positions.

The various progressive steps taken in recent years by the fund raising profession itself, reflect on the accelerated maturity it has experienced. This has resulted from the professional commitment of those individuals in the field, and the environment in which it finds itself. McCord, Vice President of Ithaca College, stated, "People in our business have got (sic) to be in the 'Renaissance man' mold."⁶⁰ Martin, Vice President of the Kansas University Endowment Association, suggests:

The profession will grow in stature, owing both to the caliber of its professionals and its impact on education . . . Barring discouraging tax legislation, fund raising will prosper and, I believe, become more warmly

⁵⁹ NSFRE, Certification of Fund Raising Executives (Washington, D.C.: NSFRE, 1981), p. 2.

⁶⁰ Charles G. McCord, "Capsules of Advice Drawn from Experiences of Professionals," ed. Pray. op. cit., p. 371.

welcomed as increased accountability creates more discriminated donors.⁶¹

It seems clear that Development is making progress toward reaching a place of professional status in American higher education.

Current Professional Educational Programs

Graduate education in America provides two very important services to the professionals of our nation and the society it serves. The first is the educational preparation itself, which equips the student with the knowledge and expertise necessary to assume professional responsibilities. The second is that the professional graduate degree serves as a standard of recognition for our society, and certifies the graduate to practice his profession.

Professional educational programs have not traditionally preceded the early practice of a profession, but higher education has almost always taken leadership in ultimately formalizing an accepted standard of educational requirements for a profession. Fund raising administration has reached a point in its development which seems to be calling for higher education to provide leadership in creating a formal professional education program.

Leaders of both CASE and NSFRE have often focused on the need for college and university courses in institutional

⁶¹ James Martin, Ibid.

advancement when speaking at national conventions. Blum, National chairman of NSFRE from 1980-82, stated in a farewell address, April 16, 1982 in San Francisco, that among the ten most critical issues facing the profession was the number one need to develop university level training in fund raising.⁶²

This review of the literature has sought to present that a body of knowledge in fund raising administration does exist in a variety of forms. Formal professional education in institutional advancement at American colleges and universities however, is almost non-existent.

Commercial Firms

Most of the educational opportunities in preparation for a career in fund raising are offered by commercial organizations through seminars, institutes, workshops and short term training courses. There are scores of educational training firms throughout the United States. Two examples in California are the Grantsmanship Center in Los Angeles and The Fund Raising School in San Rafael. Kiritz president of The Grantsmanship Center, claims:

The Grantsmanship Center is the nonprofit world's largest training institution. Founded in 1972, the Center has trained more than 18,000 staff of public and private agencies in grantsmanship, program management and fund raising. Each year, some 250 week-long

⁶² Robert C. Blum, "Challenges We Face in Building the Profession of Fund Raising Management," NSFRE Northern California Chapter, San Francisco, 16 April 1982.

workshops are conducted in more than 70 cities.⁶³

Recently The Grantsmanship Center has expanded its seminar programs to include a week-long overview or introduction to the total Development program.

The Fund Raising School also offers five-day intensive courses in the principles and techniques of fund raising. Some of the basic courses include Annual Gift Campaigning, Major Gift Solicitation, the Capital Campaign, Planning for Fund Raising, Introduction to Deferred Giving, Direct Mail as a Fund Raising Tool, Researching the Prospective Donor, Soliciting Foundations, Soliciting the Corporate Gift, Budgeting the Development Program, Governing Boards, Volunteerism, Managing the Development Program, Institutional Readiness, Markets, Motivation for Giving and Getting, How to Enlist Leadership, How to Solicit and many others.⁶⁴

A typical one-week program taught by leaders in the profession is the annual Williamsburg Development Institute held in Virginia. The curriculum for this one-week includes sessions on: Institutional Planning, Annual Gift Programs, Major Gift Solicitation, Planned and Deferred Giving, Foundation and Corporate Fund Raising, Organization and

⁶³ Norton J. Kiritz, A Source Book (Los Angeles: The Grantsmanship Center, 1982), cover page introduction.

⁶⁴ The Fund Raising School, Training in Productive Fund Raising: 82-83 Course Catalogue (San Rafael: 1982), pp. 4-10.

Operation of Capital Campaigns, Prospect Identification, Research, Record Keeping, Donor Relations, Management of the Development Program, the Role and Selection of Professional Counsel, Time Management, and Psychology of Fund Raising.⁶⁵

One specialized area in commercial educational Development programs is specifically devoted to the technical aspects of Deferred Gifts. These programs involve estate planning, computations, presentations and working with accountants, tax consultants and attorneys. Training in this Planned Giving/Deferred Gifts segment of Development is offered by such firms as: Taxwise Giving, New York, New York; Caswell and Associates, Santa Barbara, California; R. R. & Newkirk, Indianapolis, Indiana; Robert F. Sharpe and Company, Memphis, Tennessee and Kennedy-Sinclair, Wayne, New Jersey.⁶⁶

Professional Organizations

Professional membership organizations and societies are created by practicing professions to serve their own unique needs. The fund raising profession is no exception. In fact, because of the lack of formal education and the expanding demands for personnel, programs and productivity, these organizations have been extremely active in providing

⁶⁵ Williamsburg Development Institute, Sixth Annual: June 25-June 29, 1983 (Williamsburg: 1983), brochure.

⁶⁶ See Appendix C.

continuing education and training for those in the profession or those just beginning in the profession.

In reviewing the nature, constituency and scope of professional fund raising organizations and societies, the researcher notes that the three which hold the broadest national recognition would most likely be the National Society of Fund Raising Executives (NSFRE), the Council for the Advancement and Support of Education (CASE), and the National Catholic Development Conference (NCDC). Each of these three organizations has services and programs that are similar, yet unique to their own membership.

National Society of Fund Raising Executives. NSFRE is a dues paying professional membership society with more than four thousand active members. There are fifty local chapters with their own operating boards and monthly meetings throughout the United States. Each chapter conducts continuing education workshops and conferences with at least one major program annually. It is not unusual for NSFRE to invite other fund raising associations to join in co-sponsored luncheons or programs of continuing education.

In addition to the regular ongoing educational programs that deal with information and techniques of value to the professional fund raiser, NSFRE conducts week-long review courses prior to the certification examinations administered by the Professional Examination Service. Major areas covered are: institutional and fund raising planning, the full

range of activities in carrying out a fund raising program, and analysis, evaluation and reporting of results.⁶⁷

Hundreds of workshops are conducted annually by the various chapters of NSFRE nationwide. The International Fund Raising Conference, with its NSFRE Institute held each year, however, represents a comprehensive one-week program which has offered five different tracks with approximately seventy five sessions taught by a faculty of professional leaders. The five tracks offered in 1982 included: Technical Information, Grassroots Fund Raising, Management of Fund Raising, Improving Board/Staff Relations, Issues and Concerns, and Changing Technology in Fund Raising.⁶⁸

The Society concerns itself with legislation, national issues, and topics that relate to the fund raising profession. Information services to members include the NSFRE Journal, the NSFRE News, the Sightlines NSFRE, and the monthly local chapter newsletters.

NSFRE's national office in Washington D.C., publishes an annual membership directory. It claims that membership in the society serves as an important indication of an individual's career commitment to the field of fund raising and philanthropy. The directory states:

⁶⁷ "Certification of Fund Raising Executives," loc. cit.

⁶⁸ NSFRE Institute, 1982 International Fund Raising Conference: Giving in a Changing World (Washington, D.C.: NSFRE, 1982), Conf. program.

As a professional society, NSFRE assists its members in their professional efforts . . . by providing a forum for discussion of common concerns . . . by providing opportunities for continuing professional education . . . by developing and disseminating pertinent information . . . and by fostering ethical standards for the management, direction and counseling of fund raising programs for philanthropic institutions and agencies.

A distinct characteristic in the organizational structure of NSFRE, is that it is the only organization of its kind that operates within a strong, local chapter framework. This provides an opportunity for persons from a variety of fund raising backgrounds and in one geographical area to meet together monthly in the interest of the profession and to maintain contact with current professional educational programs.

Council for the Advancement and Support of Education.

CASE, which devotes itself to educational fund raising, is also a dues-paying membership organization which includes only accredited institutions and the individuals serving those institutions. It also provides the most comprehensive directory of fund raising professionals serving American education. There are eight Districts representing each section of the United States. Although each District conducts its own major annual District Conference for

⁶⁹ NSFRE, Membership Directory 1983 (Washington, D.C.: NSFRE, 1983), p. iii.

continuing education, the national office in Washington, D. C. also plans, promotes and conducts a dozen or more conferences each month.

Eight educational tracks were presented at the most recent CASE District VII Conference conducted in Monterey, California in February of 1983. These included: Alumni Relations-Basic, Alumni Relations-Advanced, Development-Basic, Development-Advanced, Independent Schools, Periodicals and Publications, Institutional Relations, and Vice Presidents/Senior Managers.

A national CASE vice president serves out of the Washington, D. C. headquarters to provide a variety of educational programs in all areas of institutional advancement. These programs are offered in various places throughout the United States. A major professional education program being offered in several locations each year is the CASE Summer Institutes. Each of these intensive week-long institutes is conducted in a specialized area eg: Alumni Administration, Student Recruitment Marketing, Educational Fund Raising, Visual Communication, Communications, Executive Management, Institutional Advancement at Independent Schools, and a Writing Institute.⁷⁰

Special programs designed for career development and for beginners in the profession include the three year

⁷⁰ CASE Currents, Monthly Conferences (Washington, D. C.: CASE), appears in each issue.

Certificate Program and the CASE Academy. The CASE Certificate Program has offered three certificates as a permanent record of an individual's professional growth. The new CASE Academy, now in the pilot stage, is a program through which a member may earn certification by successfully completing a series of readings, conferences and institutes, and a field work project under the direction of a mentor. Other educationally related programs of CASE are in the form of publications and information services. Members receive the CASE Currents magazine ten times a year and a membership directory. They may also order CASE handbooks, monographs, and microfiche on almost every area of institutional advancement work. The CASE evaluation and critique service is available to a member college or university which may wish to have its Development program evaluated by a team of experienced professionals. Following the team's visit they submit an extensive report assessing the strengths and weaknesses they observed and also make recommendations.

Other concerns of CASE involve legislation effecting education and the conduct of national publicity campaigns to encourage the support of American education. A statement on the association in its directory confirms:

CASE monitors federal legislation and regulations and reports via CASE Currents and special "alerts" to concerned members. We also work cooperatively with the American Council on Education and other national associations on education-related issues. Of particular concern to us are postal regulations and national tax policies affecting charitable giving and nonprofit

institutions.⁷¹

The main benefit and involvement of the broad membership of CASE, is directly related to its professional educational programs. It additionally presents recognition and awards for superior work in Development and alumni giving incentive programs, and conducts a personnel placement service through a monthly Placement Letter. However, the main strength of CASE as a viable professional organization for American education, lies in its programs offering professional education and training.

The National Catholic Development Conference. The NCDC claims to be the nation's largest professional association of fund raising organizations. Its members are the Development officers or key fund raisers with religious institutions and some commercial organizations with strong ties to the fund raising profession. As CASE exists to serve educational fund raisers, so NCDC is dedicated to serving and helping religious fund raisers. The NCDC, with offices in Rockville Centre, New York, provides professional fund raising seminars and workshops. These are conducted throughout the nation several times each year and cover a wide range of fund raising techniques and topics.

⁷¹ CASE, CASE Directory 1983 (Washington, D. C.: CASE, 1983) p. v.

NCDC also publishes what is probably the most comprehensive bibliography of fund raising and philanthropy available.⁷² This bibliography not only lists the books in print and out of print, but also periodicals on fund raising.

NCDC's National Development Convention is announced as the nation's largest and most comprehensive annual convention for fund raising with more than six hundred delegates from around the world.⁷³ Since then, however, NSFRE registered approximately twelve hundred at its March, 1983, Boston International Fund Raising Conference.

The 15th National Development Convention and Exposition held in October, 1982, was jointly sponsored by NCDC and the National Catholic Stewardship Council. It scheduled over thirty educational sessions with more than seventy five knowledgeable and experienced speakers on a six-track system. The six areas presented in the four-day program included: Basic and Intermediate Direct Mail, Advanced Direct Mail, Hospital Development, Secondary School Development, Diocesan Development, and Parish Fund Raising.⁷⁴

The stated organizational commitment of NCDC is much

⁷² NCDC, Bibliography of Fund Raising and Philanthropy (Rockville Centre: NCDC, 1982).

⁷³ NCDC, "Leadership in Religious Fund Raising," (Rockville Centre, N.Y.: NCDC 1982) brochure.

⁷⁴ NCDC, "Chicago, 1982, Stewardship and Development: New Resources," (Rockville Centre: NCDC, Aug. 1982).

like that of NSFRE and CASE to serve its members through publications, information, professionalism, representation before lawmakers, and promoting confidence and integrity on behalf of the fund raising profession. An introductory paragraph to the list of membership services and benefits of NCDC states:

NCDC's diverse educational programs provide important, practical and in-depth information on effective ways of increasing knowledge and skills in religious fund raising. Members also receive valuable insights on closely related topics including improved accountability,⁷⁵ public/donor relations and management techniques.

As with each of these three prominent professional fund raising membership organizations, the significant and most active area of service is professional education. Unlike other professional associations with a membership that has already achieved professional formal education, and exists mainly to deal with new issues and professional techniques, fund raising associations are faced with providing continuing education for both the novice and seasoned professional.

Educational Institutions

When reviewing the current professional educational programs being offered among American colleges and universities, the investigator found it apparent that this is somewhat of an academic frontier. Even in the most recent

⁷⁵ NCDC, "Leadership in Religious Fund Raising," loc. cit.

literature on educational fund raising relating to formal education, vastly different perceptions are expressed by the various writers. Most leaders in Development, as documented in Chapter 1, advocate contemporary professional programs in fund raising administration at American colleges and universities. Others like Clardy believe they are in the future:

During the next twenty years we will formalize training for careers in fund raising in education and other areas, and the profession will continue to become more highly regarded as part of academe.⁷⁶

In reviewing the literature this researcher found no suggested course of study could be found and nothing could be cited which deals with or relates to a curriculum or professional academic program in fund raising administration. The best source from which to obtain information on courses or professional degree programs being offered among American colleges and universities is in a survey of institutions and a review of their bulletins/catalogs.

Research conducted by NSFRE's national committee on education resulted in a partial list of colleges and universities with fund raising courses as of September 1981. This survey produced information on a variety of fund raising courses mostly under continuing education programs or short courses in summer session. None, however, offered a comprehensive curriculum in Development. After the researcher

⁷⁶ Carmette J. Clardy, Jr., "Capsules of Advice Drawn from Experience of Professionals," ed. Pray, op. cit., p. 375.

reviewed the file provided by the NSFRE headquarters in Washington, D.C. the following colleges and universities listed fund raising courses:

Northeast

New York

Adelphi: (Manhattan campus)
certificate

N.Y.U.: nondegree courses

Washington D.C.

George Washington University:
continuing education

Maryland

Johns Hopkins: Courses pending

Connecticut

University of Connecticut at
Stamford

Massachusetts

Suffolk University:
periodically offered
Harvard Institute for Lifelong
Learning

Central

Michigan

Michigan State: two courses
pending

Missouri

Webster College

Illinois

Northwestern University
Columbia College

Minnesota

Metro State University,
St. Paul
University of Minnesota,
St. Paul

Canada

Humber College, TorontoSouth

Texas

University of Texas at Dallas:
now formulatingUniversity of Texas at Austin:
continuing educationWest

Colorado

University of Colorado: taught
by commercial firms

California

UCLA: extensionUSF: taught by commercial
firmsSan Jose State University:
School of Journalism

A review of the catalogs, bulletins, brochures and tabloids of these programs offered by the above listed colleges and universities produced only one fairly substantial course of study by George Washington University. It was a one year "Fund Raising Administration Program" as part of the Division of Continuing Education. This program offered 2.4 continuing education units for each course with eight sessions of three hours each. The ten courses listed were: Grantsmanship, Direct Mail Fund Raising, Planned Giving Programs, The Development Office: Structure, Program Planning and Management, Financial Management of Nonprofit Organizations, Marketing and Public Relations for Nonprofit Organizations, Special Events and Benefits, Producing

Successful Fund Raising Literature, The Comprehensive Development Program, and Careers in Fund Raising.

During the past two years the researcher has corresponded with more than fifty deans or professors at institutions found to offer some type of course(s) related to institutional advancement. He found that several programs have been developed since the 1981 NSFRE survey. Although most colleges and universities with offerings in fund raising have only one or two courses available, a limited number are beginning to develop broader programs. Several of these were short term institutes in a summer session, winter term or part of a graduate program in Public Relations or Educational Administration. Interest in such courses is reflected in the statement by Professor and Coordinator of the Master's Program in Communications at Glassboro State College:

I'm sending along information about our fundraising course and about our graduate program in public relations. The fundraising course has been so popular that I've been offering it every year. Next year, I expect to schedule it⁷⁷ during both regular semesters and the summer session.

A list of the colleges and universities reviewed for courses and programs in fund raising has been compiled by the researcher.⁷⁸

⁷⁷ Letter received from Donald R. Gallagher, Glassboro State College, Glassboro, N.J., 22 March 1983.

⁷⁸ See Appendix D.

The most significant new program to be offered in fund raising administration is a masters degree program in Institutional Advancement at Peabody College of Vanderbilt University. This course of study launched in September of 1982, was announced by a special Peabody College brochure affirming:

Now you can find a challenge at Vanderbilt University that you cannot find anywhere else . . . a master's degree program in Institutional Advancement, designed to meet the needs of higher education for the 1980's, and beyond.⁷⁹

Peabody's curriculum consists of the following components: Higher Education, Management, Marketing, Information Sciences, Pro-seminar (a two semester core of fund raising programs), Internship, and Electives.⁸⁰ Commenting on this program, the Vice President for Management and Career Development Programs of CASE, said:

Vanderbilt's new graduate degree program in Institutional Advancement is a benchmark in progress for this emerging profession. Level of quality and practical skills being designed into the program ensure its graduates immediate usefulness in any institution's program.⁸¹

Late in 1981 a participant in the CASE Certificate Program conducted a survey to determine what colleges and

⁷⁹ Peabody College, "Institutional Advancement: Accepting the Challenge of the 1980's," (Nashville: Peabody at Vanderbilt, 1982), brochure.

⁸⁰ Ibid.

⁸¹ Ibid.

universities have academic courses in the field of Institutional Advancement. Of the forty nine institutions that responded twenty three indicated they offered at least one course that dealt with an area of institutional advancement. At this writing CASE is re-surveying non-respondents and have indicated a substantial percentage of replies. The CASE survey results are listed.⁸² Generally speaking, one may state: the various surveys by NSFRE, CASE and the researcher during the last several years all indicate a growing interest among America's colleges and universities to begin offering professional educational programs in fund raising administration.

Summary

The review of literature disclosed that philanthropy was practiced as an altruistic urge of mankind as far back as recorded ancient history can provide. Philanthropy created Plato's Academy and continued to found colleges and universities as well as educational programs throughout European history and into the New World. Only private education existed in Colonial America when its first college, Harvard, was established and named in recognition of its first major benefactor. The shaping of American colleges and universities from Colonial times to the present is largely the result of philanthropy in American higher

⁸² See Appendix E.

education.

The role of fund raising administration at American colleges and universities began with the early college presidents who assumed the responsibility of building their institutions. As fund raising administration began to emerge as one of the four major divisions of educational administration, its role was defined under the term

Development. A turning point of recognition for this new area of administration in higher education was the 1958 Greenbrier Conference which called for recognition and accommodation of Development.

The profession of Development became more evident as professional organizations were formed to provide continuing education, professional services, ethical practices and certification. These organizations have expanded in size, service and reputation. They include the Council for Advancement and Support of Education (CASE), the National Society of Fund Raising Executives (NSFRE), and the National Catholic Development Conference (NCDC).

Current professional educational programs are made available through commercial educational firms and the professional organizations of CASE, NSFRE and NCDC. These professional educational programs are offered in concentrated short-term courses such as seminars, workshops, institutes and conferences. Although some of these short-term

courses exist to a small degree at colleges and universities, there seems to be a growing interest in offering more programs in fund raising administration. Presently, in its very first academic year, Peabody College of Vanderbilt University has entered an academic frontier by creating a master's degree program in Institutional Advancement.

In this review of the literature no reference to curriculum development or a model curriculum in fund raising administration was found. Only examples of limited programs were available in individual college bulletins, brochures and catalogs. The total literature on Development was found to collectively present the various topics which make up the body of knowledge existing as a discipline in professional fund raising administration. These sources included books, periodicals and brochures announcing continuing educational conferences and workshops.

CHAPTER 3

RESEARCH DESIGN, METHODOLOGY AND STATISTICAL PROCEDURES

Overview of the Study and Its Purpose

The purpose of this study was to develop an appropriate and comprehensive model curriculum useful at the Master of Arts level in preparing qualified individuals for professional careers in fund raising administration. The researcher's fundamental assumption in this study was that a body of knowledge on fund raising administration does exist in various forms as a distinct discipline, but had yet to be incorporated through significant research into a formal academic curriculum. The objective of the study was to draw from a qualified sampling of professional fund raising administrators in American higher education sufficient data to create a recommended model curriculum for implementation. The purpose, the assumption and the objective of the study were all directives that established the design, methodology and statistical procedures.

Design of the Research

The researcher, after establishing the purpose, assumption and objective of the study formulated a design to fulfill two mandatory prerequisites. These included the review of existing educational programs in order to compile the subject matter to be evaluated, and the survey of professionals in the field of fund raising administration to make

an evaluation.

Survey Research Design

The design of this study utilized survey research as a form of distinctive, proven research methodology.⁸³ This systematic method of data collection by a survey instrument/questionnaire mailed to a highly qualified sampling was chosen because it was the most efficient and effective way in providing the data needed to achieve the objective of the study.

The traditional steps in conducting a questionnaire survey were followed such as: defining the questionnaire objectives, selecting a sample, constructing questionnaire items, producing a questionnaire format, pretesting the questionnaire for validation, mailing the questionnaire with a transmittal letter and determining the returns needed to establish the results.⁸⁴ These items are presented in more detail in this chapter.

Sample Population

Sampling procedures were based on the requirement to use leaders in American educational fund raising administration to rate the various topics in the survey. Their evaluations provided the data to identify and recommend the

⁸³ Walter R. Borg and Meredith D. Gall, Educational Research, (New York: Longman, 1979), p. 283.

⁸⁴ Ibid., pp. 292-309.

appropriate items of significance for a model graduate curriculum in fund raising administration.

A criteria was established to provide as much power as possible from the sample population for the data results. The investigator narrowed the sample population to those fund raising administrators representing the strongest programs with well-established support which he selected from among all the colleges and universities in the United States.

The 1980-81 report on Voluntary Support of Education prepared by the Council for Financial Aid to Education and jointly sponsored by the Council for Advancement and Support of Education was used to identify those institutions reflecting strength in fund raising administration.⁸⁵ The criteria to be met for selection in the sampling stipulated that (1) only four-year institutions (2) raising one million dollars per year in gifts (3) for current use (4) with enrollments of at least one thousand would be included. From the 928 colleges and universities 299, or 32.34% met the criteria.

The rationale for the sample population used was to survey only chief Development officers at institutions of minimal size, having both a well-established Development program and ability to raise from its constituency a recognizable amount of gift support in one year for current use.

⁸⁵ CFAE, op. cit., pp. 12-40.

Such support is almost always developed over many years via regular fund raising programs by an established Development administration.

Since the sample population was from the most qualified fund raising administrators, the professional statistician advising the researcher concluded that even a smaller than usual percentage of returns would provide useful data for a valid study. A response rate of forty percent or higher of the sample was considered to be sufficient for the results to be valid.

The researcher used the CASE Directory to determine the name and title of each chief Development officer at institutions included in the survey. A total of 292 was identified from the directory. A personalized transmittal letter was prepared and mailed with each Questionnaire.⁸⁶ Twenty-one Questionnaire recipients disqualified themselves from participating due to current personnel changes or other circumstances. This reduced the sample population to 271, requiring a minimum return of 108 to reach a forty percent return. The computer computations were made at the forty-four percent return level.

Development and Validation of the Survey Instrument

The design and the process of creating the survey instrument was focused on the objective of the study; to

⁸⁶ See Appendix F.

draw from a qualified sampling of chief Development officers sufficient data to produce a useful model curriculum for implementation. The process to achieve this included selecting the topics to be considered for evaluation, developing the Questionnaire with a valid rating system and designing it in a manner that would enable the data to be processed with the use of a computer.

Developing the Questionnaire

Constructing Questionnaire Items. The preliminary step in developing the Questionnaire was a review of professional programs and courses being offered in fund raising administration nationwide. Over a three year period the researcher collected and reviewed professional educational programs on fund raising offered by various agencies. He compiled a list of topics from the printed materials on workshops, seminars, conferences, institutions and short-term courses conducted by professional fund raising organizations, commercial firms and educational institutions. The investigator listed the information in categories and compared it with subjects presented in the leading books written as reference works, texts or handbooks for professional fund raising. He noted that a distinct pattern began to emerge as certain topics continued to appear as part of the overall subject matter being taught. The researcher used these salient areas of study as the basis for the items listed

in the Questionnaire.

Creating the Questionnaire Format. After identifying the topics an original questionnaire was developed and validated under the supervision of research professor and statistician Bobby R. Hopkins. The format of the Questionnaire was patterned after a five point Likert-type scale.⁸⁷ It allowed respondents to rank each item according to their perceptions of its level of importance or degree of emphasis as a recommended curriculum topic for a Master of Arts degree in fund raising administration. The Questionnaire included approximately forty introductory questions including some demographic information. The main section of the Questionnaire was divided into twelve headings covering a total of sixty-six topics with a write-in option under each heading category. Modification, including an improved rating heading was made following a review by four professional Development colleagues serving as a panel of content. The most significant change was discarding the original headings over the rating system for the topics to be evaluated. The original requested evaluation on each topic from Unnecessary to Essential. It was determined however, that all the topics were actually necessary. The final format provided headings according to Emphasis or Importance from Low to High.

⁸⁷ Borg and Gall, op. cit., p. 286.

Validation of the Instrument

Following the review of the Questionnaire format the researcher made alterations before the Questionnaire was pretested by a panel of experts. As Certified Fund Raising Executives, the twelve expert participants on the panel also held membership with the National Society of Fund Raising Executives. Several served as members of the Northern California Chapter Board or the national board of directors. The researcher requested the panel of experts to complete the Questionnaire, make recommendations for changes, identify ambiguities and indicate the time it took to complete the instrument. The responses of the panel disclosed no major changes needed and indicated it took between fifteen and twenty minutes to complete. The final Questionnaire, printed with a self-addressed reply format, including postage, was mailed to the sample population.⁸⁸

Reliability of the Instrument

To establish the reliability for the Questionnaire, Cronbach's Alpha Reliability Coefficient was used. The researcher took each of the twelve category headings, which divided the sixty-six topics into subsections and computed the Reliability Coefficients. Correlations on the first seventy-six returns ranged from .73 to .93 with an overall average of .83. This established accepted reliability of

⁸⁸ See Appendix G.

the instrument. The results of the Reliability Coefficients for each of the twelve category headings contained in the curriculum section of the Questionnaire are presented in Table 1.

Table 1

Cronbach's Alpha Reliability Coefficients for Questionnaire for the Twelve Curriculum Category Headings/Subsections

Curriculum Area	Reliability Coefficient
Survey/Introduction to Fund Raising	$r_{xx} = .78$
Administration of Higher Education	$r_{xx} = .81$
Prerequisites for Successful Development	$r_{xx} = .82$
Annual Giving Programs	$r_{xx} = .89$
Capital Campaigns/Major Gifts	$r_{xx} = .82$
Planned/Deferred Gift Programs	$r_{xx} = .93$
Records and Computerization	$r_{xx} = .89$
Professional Competencies	$r_{xx} = .77$
Marketing and Fund Raising	$r_{xx} = .81$
Public Relations/Publications	$r_{xx} = .86$
Budget/Business Administration	$r_{xx} = .73$
Issues and Trends	$r_{xx} = .87$
Composite Average	$= .83$

N of Cases = 76

Statistical Method for Data Analysis

The Investigator selected the appropriate statistical method to describe systematically the findings and areas of importance factually and accurately. The use of Descriptive Statistics facilitated the researcher to describe the data with concise precision, interpretation and communicate a large number of scores in summary form. The mass of raw data collected from the ratings of the sample population for each item was computed for the mean, the frequency distribution, percentage and graphical representation. Histograms, tables and charts were prepared from the data to clearly present the findings in a useful illustrative manner for ease in visualizing the findings.

The researcher made comparisons between the twelve category headings to determine the evaluated levels of importance. He used the categories, which could possibly represent course titles for a number of topics in a graduate model curriculum, to graphically present their level of importance in a histogram. Topics were also ranked according to the mean score of their level of importance or degree of needed emphasis.

Summary

An Overview of the purpose, the assumption and the objective of the study were used to establish the design, methodology and statistical procedures of the research. The

research design included survey research to achieve the objective of the study in collecting evaluations from a highly qualified sampling to provide sufficient data to create a recommended graduate model curriculum in fund raising administration. The criteria for selecting the sample population were all chief Development officers of four year colleges or universities in the United States raising one million dollars per year in gifts for current use with enrollments of at least one thousand. This powerful sampling was 32.24% of the total 928 institutions listed in the CFAE 1980-81 report on Voluntary Support of Education. A forty percent return from this exclusive sampling was considered sufficient for the results to be valid.

Developing the Questionnaire required reviewing educational programs being offered nationwide in fund raising administration. The researcher then included these salient topics in the format for evaluation. The researcher had the Questionnaire reviewed, pretested by a panel of experts and mailed to the sample population with a personalized transmittal letter following its validation. The researcher established reliability by computing the Reliability Coefficients for each of the category headings dividing the topics into twelve subsections.

The researcher used Descriptive Statistics as the statistical method of presenting the analyzed data. He collected the mass of raw data from the ratings of the

sample population and computed the mean, the frequency distribution, percentage and made graphical representations. Statistical comparisons made it possible to analyze the data to determine which topics were significantly important for including in the recommended graduate model curriculum in fund raising administration.

The findings relevant to each topic in the research are reported in Chapter 4. Conclusions and recommendations regarding the study are proposed in Chapter 5.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF DATA

Overview of the Purpose and Procedures

The purpose of this study was to develop an appropriate and comprehensive model curriculum useful at the Master of Arts level in preparing qualified individuals for professional careers in fund raising administration. Procedures for the study included survey research with a researcher-designed questionnaire mailed to a criteria selected sample population. A gross sampling population of 292 chief Development officers represented the colleges and universities in the United States raising one million dollars per year in gifts for current use and having enrollments of at least one thousand. The findings resulting from this survey are presented in this chapter in an order consistent with the survey instrument.⁸⁹ The data are computed with a forty-four percent return rate of 118 cases from a final net population of 271.

Sample Description

Introductory questions presented in the survey instrument provided data which describes the sampling. The following side headings represent specific questions asked on the survey instrument.

⁸⁹ See Appendix G.

Sex, Age and Years in Development

The respondents were 95.8% male and 2.5% female with 1.7% not recording their sex. Ages ranged from twenty-nine to sixty-five with only one listed at twenty-nine and one at thirty-two. The average age of 47.01 is shown in Table 2. Although twenty-one did not record their age, those over forty years of age accounted for more than sixty-five percent of the total. The one under thirty was rated at .8%.

The number of years in professional Development indicated by the data in Table 3 included every year from one to thirty-eight with an average or mean of 13.91. Sixty-two percent had more than ten years experience and only 19.5% had five or less. Three or 2.5% did not include their years of experience.

Professionals on Staff

Two questions reflected something about the institutions represented by the respondents. When asked the number of professionals on staff the results indicated the staff sizes ranged from one to eighty-five as Table 4 describes. The average size staff was computed at 9.61. Five failed to provide this information.

Courses Offered in Institutional Advancement

The question: Does your institution offer courses in Institutional Advancement? requested a Yes or No answer. Only a 5.9% of the institutions represented offer courses

Table 2

Age Frequency Distribution of Chief Development
Officers Responding to the Survey

AGE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
29.	1	0.8	1.0	1.0
32.	1	0.8	1.0	2.1
34.	4	3.4	4.1	6.2
35.	2	1.7	2.1	8.2
36.	5	4.2	5.2	13.4
38.	2	1.7	2.1	15.5
39.	5	4.2	5.2	20.6
40.	7	5.9	7.2	27.8
41.	2	1.7	2.1	29.9
42.	2	1.7	2.1	32.0
43.	6	5.1	6.2	38.1
44.	5	4.2	5.2	43.3
45.	5	4.2	5.2	48.5
46.	3	2.5	3.1	51.5
47.	6	5.1	6.2	57.7
49.	6	5.1	6.2	63.9
50.	3	2.5	3.1	67.0
51.	5	4.2	5.2	72.2
53.	1	0.8	1.0	73.2
54.	4	3.4	4.1	77.3
55.	2	1.7	2.1	79.4
56.	2	1.7	2.1	81.4
57.	2	1.7	2.1	83.5
58.	3	2.5	3.1	86.6
59.	2	1.7	2.1	88.7
60.	4	3.4	4.1	92.8
61.	2	1.7	2.1	94.8
62.	3	2.5	3.1	97.9
64.	1	0.8	1.0	99.0
65.	1	0.8	1.0	100.0
0	21	17.8	MISSING	100.0
<hr/>				
TOTAL	118	100.0	100.0	

MEAN 47.01 MEDIAN 46.00 MODE 40.0

CASES 97 MISSING CASES 21

(continued next page)

Table 2 (continued)

AGE LEVEL/AGE CATEGORIES					
CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
AGES 20-29	2.	1	0.8	1.0	1.0
AGES 30-39	3.	19	16.1	19.6	20.6
AGES 40-49	4.	42	35.6	43.3	63.9
AGES 50-59	5.	24	20.3	24.7	88.7
AGES 60-UP	6.	11	9.3	11.3	100.0
	0.	21	17.8	MISSING	100.0
		-----	-----	-----	
	TOTAL	118	100.0	100.0	
MEAN	4.26	MEDIAN	4.18	MODE	4.00
VALID CASES	97	MISSING CASES	21		

Table 3

Years in Development for Chief Development Officers
Responding to the Survey

YEARS IN DEV	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1.	2	1.7	1.7	1.7
2.	4	3.4	3.5	5.2
3.	5	4.2	4.3	9.6
4.	5	4.2	4.3	13.9
5.	7	5.9	6.1	20.0
6.	5	4.2	4.3	24.3
7.	5	4.2	4.3	28.7
8.	2	1.7	1.7	30.4
9.	3	2.5	2.6	33.0
10.	4	3.4	3.5	36.5
11.	2	1.7	1.7	38.3
12.	8	6.8	7.0	45.2
13.	3	2.5	2.6	47.8
14.	8	6.8	7.0	54.8
15.	10	8.5	8.7	63.5
16.	3	2.5	2.6	66.1
17.	5	4.2	4.3	70.4
18.	5	4.2	4.3	74.8
19.	3	2.5	2.6	77.4
20.	2	1.7	1.7	79.1
21.	4	3.4	3.5	82.6
23.	2	1.7	1.7	84.3
24.	4	3.4	3.5	87.8
25.	3	2.5	2.6	90.4
26.	1	0.8	0.9	91.3
27.	1	0.8	0.9	92.2
28.	4	3.4	3.5	95.7
30.	2	1.7	1.7	97.4
32.	1	0.8	0.9	98.3
37.	1	0.8	0.9	99.1
38.	1	0.8	0.9	100.0
0.	3	2.5	MISSING	100.0
<hr/>				
TOTAL	118	100.0	100.0	

MEAN 13.91 MEDIAN 13.81 MODE 15.00

VALID CASES 115 MISSING CASES 3

(continued next page)

Table 3 (continued)

YEARS OF DEVELOPMENT EXPERIENCE BY LEVELS					
CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
1-5 YRS EXPER	1.	23	19.5	20.0	20.0
6-10 YRS EXPER	2.	19	16.1	16.5	36.5
11-15 YRS EXPER	3.	31	26.3	27.0	63.5
16-20 YRS EXPER	4.	18	15.3	15.7	79.1
21-25 YRS EXPER	5.	13	11.0	11.3	90.4
25+ YRS EXPERIENCE	6.	11	9.3	9.6	100.0
	0.	3	2.5	MISSING	100.0
		-----	-----	-----	
	TOTAL	118	100.0	100.0	
MEAN	3.10	MEDIAN	3.00	MODE	3.00
VALID CASES	115	MISSING CASES	3		

TABLE 4

Frequency Distribution for the Professional Staff Size
among the Institutions Represented by the
Chief Development Officers Responding

PROF ON STAFF	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)	
1.	5	4.2	4.4	4.4	
2.	6	5.1	5.3	9.7	
3.	13	11.0	11.5	21.2	
4.	9	7.6	8.0	29.2	
5.	9	7.6	8.0	37.2	
6.	15	12.7	13.3	50.4	
7.	9	7.6	8.0	58.4	
8.	9	7.6	8.0	66.4	
9.	2	1.7	1.8	68.1	
10.	7	5.9	6.2	74.3	
11.	1	0.8	0.9	75.2	
12.	5	4.2	4.4	79.6	
13.	3	2.5	2.7	82.3	
14.	1	0.8	0.9	83.2	
15.	5	4.2	4.4	87.6	
16.	1	0.8	0.9	88.5	
19.	4	3.4	3.5	92.0	
20.	3	2.5	2.7	94.7	
22.	1	0.8	0.9	95.6	
27.	1	0.8	0.9	96.5	
40.	1	0.8	0.9	97.3	
51.	1	0.8	0.9	98.2	
60.	1	0.8	0.9	99.1	
85.	1	0.8	0.9	100.0	
0.	5	4.2	MISSING	100.0	
TOTAL	118	100.0	100.0		
MEAN	9.61	MEDIAN	6.47	MODE	6.00
VALID CASES	113	MISSING CASES	5		

in Institutional Advancement. Table 5, with the results of this question, does not include the additional information requested of those answering yes. Additional related information and comments of value will be discussed in Chapter 5.

Table 5

Does Your Institution Offer Courses in
Institutional Advancement?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
YES COURSES IN INST.	1.	7	5.9	6.0	6.0
NO COURSES IN INST.	2.	109	92.4	94.0	100.0
	0.	2	1.7	MISSING	100.0
	TOTAL	118	100.0	100.0	
MEAN	1.94	MEDIAN	1.97	MODE	2.00
VALID CASES	116	MISSING CASES	2		

Educational Degrees of Respondents

Under the heading of Education the Questionnaire asked the respondent to list the degree(s) earned beginning with the most recent. As shown in Table 6 the mean score revealed these chief Development officers tended to be at the Masters degree level. Of the total, 98.3% had earned college degrees, 39.0% accounted for the Masters level and 26.3% had a doctorate.

Table 6

Highest Degrees Earned by Chief Development Officers
Responding to the Survey

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
LESS THAN AB	1.	2	1.7	1.7	1.7
A.B.	2.	39	33.1	33.1	34.7
M.A.	3.	46	39.0	39.0	73.7
DOCTORATE	4.	31	26.3	26.3	100.0
	TOTAL	188	100.0	100.0	
MEAN	2.90	MEDIAN	2.90	MODE	3.00
VALID CASES	118	MISSING CASES	0		

Questionnaire Results: Organizational Aspects

Eight questions in the survey instrument dealt with the perceptions of the chief Development officer in the areas of appropriateness and delivery of professional education in fund raising administration. The researcher included these organizational aspects to determine the type of education program that seems to be most appropriate. These addressed (1) where and when it should be offered, (2) who should be accepted into such a program and (3) how it could be effective.

What Training/Educational Programs Have Best Prepared You for Your Present Responsibilities?

This question attempted to draw from the personal experience of the chief Development officer the educational experiences he/she believed to be the most helpful in preparation for their present responsibilities. This question listed five types of professional education to be rated on a five-point scale from Little or No Use to Very Useful.

The five educational areas are portrayed in Table 7.

Table 7

Respondents' Effectiveness of Training-Educational Experience

Question: What training/educational programs have best prepared you for your present responsibilities?

EDUCATIONAL EXPERIENCE	LEVEL OF USEFULNESS					MISSING CASES	STD DEV
	1 No Use	2 (Percentages)	3	4	5 Very Useful		
Formal Education	6.8	5.1	33.1	32.2	22.9	.0	<u>3.59</u> 1.10
Development Seminars	1.7	11.9	28.8	41.5	15.3	0.8	<u>3.57</u> 0.95
Self-Study	5.9	12.7	30.5	30.5	18.6	1.7	<u>3.44</u> 1.12
On-the-Job Training	1.7	.0	2.5	15.3	80.5	.0	<u>4.73</u> 0.68
A Related Profession	5.9	18.6	28.8	20.3	18.6	7.6	<u>3.29</u> 1.19

On-the-Job Training. The data determined 80.5% believed On-the-Job Training was the most useful educational program these professionals had experienced. This item rated a 4.73 mean on a five-point scale with only a .68 standard deviation. It superceded all other items by more than one full point.

Formal Education. Slightly ahead of Development Seminars in the degree of usefulness was Formal Education with a 3.59 mean score. Its standard deviation, however, was higher at the 1.104 level. This could be interpreted to be of interest since there have not been any educational degree programs in fund raising administration.

Development Seminars. The third highest item was Development Seminars with a mean score of 3.57. It also had a standard deviation of less than one with .95.

Self-Study/Professional Associations and A Related Profession. These two areas with the lowest ratings still appeared at the upper end of the rating scale as Useful. They received a mean score of 3.44 and 3.29 consecutively with a standard deviation of 1.12 and 1.19.

The chief Development officers responding to the Questionnaire felt strongly that On-the-Job Training was substantially the most useful education they had received in preparation for their responsibilities. Structured education whether it be in the form of formal education or

professional seminars was viewed as quite useful

What Attained Level of Academic Program Seems Most Appropriate to You for Development/Fund Raising Administration Following a Bachelor's Degree?

Table 8 presents the three items and the rating results of: Certificate/Credential, Masters, and Doctorate for this question. The strongest consensus seemed to be that a Master's Degree was most appropriate, having a mean score of 3.65. The other two items did not rate quite at the three level even though the Certificate/Credential item came close to the Medium Importance level.

Table 8

Appropriate Program for Development
Following Bachelor's Degree

Question: This study will design a Master's level curriculum. What attained level of academic program seems most appropriate to you for Development/Fund Raising administration following a Bachelor's degree?

APPROPRIATE EXPERIENCE	LEVELS OF USEFULNESS					MISSING CASES	<u>MEAN</u>	STD DEV
	1 No Use	2	3	4	5 Very Useful			
Certif./Cred.	16.9	12.7	31.4	15.3	13.6	10.2	<u>2.95</u>	1.30
Masters	3.4	9.3	32.2	24.6	27.1	3.4	<u>3.65</u>	1.10
Doctorate	29.7	20.3	16.9	11.0	10.2	11.9	<u>2.45</u>	1.37

When Would Be the Best Time(s) to Offer Courses for a Master's Degree Program?

Four options were presented under this question to be evaluated from Not Desirable to Great Value. The options are listed in Table 9.

Table 9

Suitable Time for Offering Courses in Development

Question: When would be the best time(s) to offer courses for a Master's Degree Program?

BEST TIME FOR COURSES	LEVEL OF DESIRABILITY					MISSING CASES	STD MEAN	STD DEV
	1	2	3	4	5			
	Not desirable (percentages) Great Value							
Summer Months	5.1	7.6	25.4	26.3	28.0	7.6	3.70	1.15
January Term	23.7	17.8	28.8	9.3	0.8	19.5	2.33	1.06
Evening (semester)	15.3	11.9	20.3	23.7	14.4	14.4	3.12	1.34
Intensive Weekends	14.4	6.8	14.4	33.9	20.3	10.2	3.43	1.35

The results of this question reflect the highest mean score for the courses being offered in the summer months (3.70) with intensive weekends as the second choice (3.43). Although afternoon and evening classes during a semester system has some value (3.12) the January/Winter Term seemed less desirable (2.33).

In What School Would this Program Fit Best?

Determining which school or college program should house a professional educational program in fund raising administration has been a major question beyond the confines of this study. The researcher offered four areas with an additional write-in option. Data on rating these from Not Desirable to Great Value are presented in Table 10.

Table 10

Best School as Home for Development Degree Program

Question: In what school would this program best fit?

BEST SCHOOL FOR PROGRAM	LEVEL OF DESIRABILITY					MISSING CASES	<u>MEAN</u>	STD DEV
	1	2	3	4	5			
	Not Desirable (percentages) Great Value							
Liberal Arts	11.0	16.9	37.3	17.8	5.1	11.9	<u>2.88</u>	1.06
Education	15.3	12.7	28.8	20.3	8.5	14.4	<u>2.93</u>	1.23
Business	.1	1.7	18.6	43.2	28.8	7.6	<u>4.07</u>	0.77
Combination of...	3.4	3.4	15.3	25.4	33.9	18.6	<u>4.04</u>	1/09

The home selected as the highest rated school for offering programs in fund raising administration was Business (4.07) with its public relations and marketing resources. However, Liberal Arts (Social Sciences/Communications) and Education (Administration) did reflect some value with means of 2.88 and 2.93 consecutively. The Combination of Schools received a high rating of 4.04.

What Entrance Requirements Would You Recommend for a Master's Degree Program in Fund Raising Administration?

The respondents rated a BA requirement the highest with only a .76 standard deviation with a 4.60 average level. Development or other practical experience rated 3.66 and 3.76 consecutively on a Low to High scale for Level of Importance. Table 11 presents this data which rated all items important.

Table 11

Entrance Requirements for Master's Degree
in Fund Raising Administration

Question: What entrance requirements would you recommend for a Master's Degree Program in Fund Raising Administration?

ENTRANCE REQUIREMENTS	LEVEL OF IMPORTANCE					MISSING CASES	STD DEV
	1	2	3	4	5		
	Low (percentages) High						
B A	0.8	1.7	5.9	17.8	69.5	4.2	4.60 0.76
Testing/ Screening	4.2	13.6	33.1	26.3	17.8	5.0	3.44 1.11
Dev. Experience	5.1	7.6	27.1	28.8	25.4	5.9	3.66 1.12
Recommendations	6.8	13.6	28.0	36.4	11.0	4.2	3.33 1.08
Practice Exper.	5.1	5.9	21.2	38.1	25.4	4.2	3.76 1.08

What Qualifications Should Be Required for Faculty Teaching this Program?

The evaluators viewed practical Development/PR experience an extremely high qualification for faculty teaching fund raising administration. With only a .40 standard deviation Development Experience produced a 4.83 mean score. The respondents considered an advanced degree above medium importance (3.25) while good teaching/lecturing skills rated a high mean of 4.46 as displayed in Table 12.

Table 12

Faculty Qualifications for Teaching Development

Question: What qualifications should be required for faculty teaching in this program?

FACULTY QUALIFICATIONS	LEVEL OF IMPORTANCE					MISSING CASES	<u>MEAN</u>	STD DEV
	1	2	3	4	5			
	Low (percentages) High							
Prac. Devel. Exper.	.0	.0	.8	15.3	82.2	1.7	<u>4.83</u>	.40
Advanced Degree	9.3	11.0	35.6	18.6	16.9	8.5	<u>3.25</u>	1.19
Good Teacher	.0	.8	8.5	32.2	53.4	5.1	<u>4.46</u>	.70

Field Experience (Practicum/Internship), Rather than a Thesis . . . What Should Be Included?

A cooperative education-type program during course of study

A minimum one year of satisfactory Field Experience prior to awarding the degree

A general overview-type Field Experience in Development

An intensive concentration in one area (i.e., Annual Fund) with a general overview of other areas

A combination of two or more of the above

Data in Table 13 provide the findings of this question relating to the type of practicum/internship which would be appropriate in lieu of a traditional thesis. Although the first four alternative plans received ratings of importance beyond the Medium level from 3.48 to 3.61, the high mean score of 4.24 was given to A Combination of the various alternatives with less than one standard deviation.

Do You Agree That Prior to Awarding a Master's Degree in Fund Raising Administration That a Strong Field Experience with Written Reports/Case Studies Would Be More Helpful Than Writing a Traditional Thesis?

This question was presented with a Yes or No answer including a comment section under No and space for other suggestions. The mean was computed with a value of one for Yes and a value of two for No. Respondents basically agreed that a strong field experience with written requirements was more helpful than the traditional thesis. A mean of 1.06 resulted. The evaluator's scores on this question showed a very low standard deviation of .24.

Table 13

Type of Field Experience in Place of Traditional Thesis

Question: If a Field Experience (practicum/internship), rather than a Thesis, was determined to be an essential requirement for awarding a degree in Institutional Advancement, rate what should be included.

TYPE OF FIELD EXPERIENCE	LEVEL OF IMPORTANCE					MISSING CASES	<u>MEAN</u>	STD DEV
	1	2	3	4	5			
	Low (percentages) High							
Cooperative Education	5.1	7.6	27.1	35.6	11.9	12.7	<u>3.48</u>	1.03
One Year Prior to Degree	5.9	10.2	22.0	32.2	18.6	11.0	<u>3.53</u>	1.14
General Overview-type	2.5	6.8	33.1	32.2	17.8	7.6	<u>3.61</u>	.97
Concentration and General	9.3	11.0	28.0	31.4	12.7	7.6	<u>3.29</u>	1.16
Combination of Above	1.7	2.5	9.3	28.8	39.0	18.6	<u>4.24</u>	.93

Questionnaire Results: Curriculum Topics

This entire main section of the Questionnaire is titled Recommended Curriculum Topics for a Master of Arts Degree in Fund Raising Administration. The Questionnaire listed sixty-six topics suggested in the literature as salient items to be taught for professional fund raising administration. Dividing these into categories resulted in listing them in subsections under twelve headings. Each topic was rated from Low to High on a five point scale for degree of emphasis or level of importance as a possible curriculum topic.

Beginners Survey and Introduction to U. S. Philanthropy and Fund Raising Profession.

The Questionnaire included ten items under this heading that may be viewed as topics to be taught in an introductory course to the broad subject of philanthropy and the fund raising profession. The respondents reported the data as portrayed in Table 14.

The highest rated topic in this category was Gifts and Taxes in the U. S. which created an average score of 4.51. This topic also received the smallest standard deviation of .69. Close behind the number one topic came Principles, Practices and Techniques of Successful Fund Raising with a mean of 4.45. All the topics with the exception of the first and last one listed received a relatively high level of importance with over a four rating. Even the two lowest rated topics were beyond the medium level of importance.

Table 14

Recommended Curriculum Topics for a Master of Arts
Degree in Fund Raising Administration

Beginners Survey and Introduction to U. S. Philanthropy
and the Fund Raising Profession

TOPIC	LEVEL OF IMPORTANCE					MISSING CASES	<u>MEAN</u>	STD DEV
	1 Low	2	3	4	5 High			
Hist/Philan- thropy	5.1	17.8	37.3	28.8	10.2	0.8	<u>3.21</u>	1.02
Gifts- Taxes	.0	1.7	16.9	36.4	44.1	0.8	<u>4.24</u>	.80
Gift Types/ Programs	.0	.0	11.0	26.3	61.9	0.8	<u>4.51</u>	.69
Development- Institutions	.0	.8	14.4	36.4	47.5	0.8	<u>4.32</u>	.75
Ethics/ Relationships	.0	4.2	12.7	31.4	50.0	1.7	<u>4.29</u>	.86
Constituencies/ Volunteers	.0	.0	16.1	44.1	38.1	1.7	<u>4.22</u>	.71
Principles of Development	.0	1.7	11.9	25.4	59.3	1.7	<u>4.45</u>	.77
Gift Records	.0	5.9	26.3	28.0	39.0	0.8	<u>4.01</u>	.95
Public Rel.- Donor Rel.	.0	2.5	16.1	28.0	52.5	0.8	<u>4.32</u>	.84
Development Terms	6.8	7.6	37.3	31.4	14.4	2.5	<u>3.40</u>	1.06

N of cases: 118

Administration of Higher Education: Role and Mission of Development

This subsection presented six topics relating to institutional structure, mission of Development, leadership and items of history and finance in American higher education. The evaluators singled out Institutional Leadership Roles and Development as the most important, giving it an average score of 4.58. The Standard deviation of .62 emphasized a strong consensus on the high importance of leadership roles by trustees, president, faculty, business office and volunteers with Development. Only one topic, History and Philosophy of American Higher Education dropped below the medium level of importance. The data for these topics are presented in Table 15.

Prerequisites for Successful Development Programs

Leadership Involvement of Trustees and President received the top rating in this group of topics. A mean of 4.65 and a standard deviation of only .59 reflected a very high level of importance for leadership involvement in Development programs if they are to be successful. It is of interest to note that this group of topics and one other in the twelve subsections produced no missing cases. This could indicate an important overall interest in the category in the minds of the chief Development officers participating in the survey. This section also had the smallest standard deviation among the twelve subsections.

Table 15

Recommended Curriculum Topics for a Master of Arts
Degree in Fund Raising Administration

Administration of Higher Education: Role
and Mission of Development

TOPICS	LEVEL OF IMPORTANCE					MISSING CASES	<u>MEAN</u>	STD DEV
	1	2	3	4	5			
	Low (percentages) High							
Role-Mission of Dev.	.0	3.4	17.8	30.5	46.6	1.7	<u>4.22</u>	.87
Institutional Leadership	.0	.0	6.8	28.0	64.4	0.8	<u>4.58</u>	.62
Nonprofits in Am.	2.5	18.6	44.9	24.6	8.5	0.8	<u>3.18</u>	.93
Hist-Phil of High. Ed.	6.8	24.6	44.9	16.1	6.8	0.8	<u>2.91</u>	.98
Fin-Support of High. Ed.	2.5	3.4	36.4	39.8	16.9	0.8	<u>3.66</u>	.89
Adm Theory- Leadership	.0	10.2	33.9	37.3	16.9	1.7	<u>3.62</u>	.89

Table 16

Recommended Curriculum Topics for a Master of Arts
Degree in Fund Raising Administration

Prerequisites for Successful Development Programs

TOPICS	LEVEL OF IMPORTANCE					MISSING CASES	MEAN	STD DEV
	1	2	3	4	5			
	Low (percentages) High							
Trustee/Pres Involvement	.0	.0	5.9	22.9	71.2	.0	<u>4.65</u>	.59
Institutional Commitment	.0	.0	6.8	28.8	64.4	.0	<u>4.58</u>	.62
Institutional Mission	.0	.0	11.9	32.2	55.9	.0	<u>4.44</u>	.70
Institutional Image	.0	.0	17.8	37.3	44.9	.0	<u>4.27</u>	.75

Table 16 portrays all four topics well above the medium-high level of importance. An Institutional Commitment to Development was the second highest prerequisite for Development success.

Annual Giving and Associates Programs

The various programs used to promote Annual Gifts as topics resulted in the respondents selecting Building Basic Constituency Support as a number one choice and Direct Mail as second with average scores of 4.61 and 3.96 consecutively. Of the nine topics all received evaluations above the medium level of importance as Phone Campaigns and Gift Clubs ranked third and fourth. This data is in Table 17.

Table 17

Recommended Curriculum Topics for a Master of Arts
Degree in Fund Raising Administration

Annual Giving and Associates Programs

TOPICS	LEVEL OF IMPORTANCE					MISSING 5 CASES	<u>MEAN</u>	STD DEV
	1 Low	2	3	4	High			
Bldg. Constituency Support	.0	.0	5.9	27.1	66.9	.0	<u>4.61</u>	.60
Class Agent Prog.	2.5	8.5	39.8	29.7	17.8	1.7	<u>3.53</u>	.97
Phone Campaigns	1.7	2.5	32.2	41.5	22.0	.0	<u>3.80</u>	.87
Challenge Grants	0.8	5.1	35.6	37.3	21.0	.0	<u>3.73</u>	.88
Corp. Match Gifts	0.8	10.2	39.8	26.3	22.0	.0	<u>3.60</u>	.98
Memorial Gifts	0.8	16.9	38.1	28.8	15.3	.0	<u>3.41</u>	.97
Gift Clubs	1.7	5.9	29.7	37.3	25.4	.0	<u>3.79</u>	.95
Associates Groups	3.4	6.8	34.7	33.9	19.5	1.7	<u>3.60</u>	1.00
Direct Mail	1.7	6.8	20.3	33.9	34.7	2.5	<u>3.96</u>	1.00

Capital Campaigns and Major Gifts

The respondents scored the four items under capital campaigns higher than any other group of topics for a recommended curriculum in fund raising administration. The chief Development officers participating reported the data on capital and major gifts in the data as reported in Table 18.

Table 18

Recommended Curriculum Topics for a Master of Arts Degree in Fund Raising Administration

Capital Campaigns and Major Gifts

TOPICS	LEVEL OF IMPORTANCE					MISSING CASES	<u>MEAN</u>	STD DEV
	1	2	3	4	5			
	Low (percentages) High							
Campaign Princ.-Tech.	.0	.0	7.6	22.9	68.6	0.8	<u>4.62</u>	.63
Prospective Research/Cult.	.0	0.8	6.8	22.9	68.6	0.8	<u>4.61</u>	.66
Volunteerism	.0	0.8	14.4	28.8	54.2	1.7	<u>4.39</u>	.77
Soliciting Major Gifts	.0	1.7	5.9	26.3	64.4	1.7	<u>4.56</u>	.69

All four of the topics created an average mean of 4.50 to reflect the high level of importance this area of study is perceived to have by the evaluators. The overall topic of Campaign Principles and Techniques showed the greatest degree of emphasis with an average mean of 4.62 and a .63 standard deviation.

Planned/Deferred Gift Programs

This subsection only contained the three comprehensive topics as key elements to a planned/deferred gifts program. All three rated very high with a relatively low standard deviation.

Table 19

Recommended Curriculum Topics for a Master of Arts Degree in Fund Raising Administration

Planned/Deferred Gift Programs

TOPICS	LEVEL OF IMPORTANCE					MISSING CASES	<u>MEAN</u>	STD DEV
	1	2	3	4	5			
	Low (percentages) High							
Estate Plan- ning/Taxes	.0	.0	8.5	33.9	55.9	1.7	<u>4.48</u>	.65
Wills/Revoc. Trusts	.0	1.7	11.9	33.1	51.7	1.7	<u>4.37</u>	.76
Irrevocable Gift Instrmnts	.0	1.7	11.9	25.4	59.3	1.7	<u>4.45</u>	.77

As the data in Table 19 shows, the evaluators' ratings reflected that the participants felt it to be a very important area of emphasis in training fund raising administrators.

Records and Computerization: Gifts/Word Processing

There were eight items to be rated under this category. Computer Based Information Systems and Prospect and Donor Files tied with the highest averages of 4.27. Gift Processing and Gift Records followed respectively as portrayed

in Table 20. The level of importance rated by the participants reflects the need to prepare fund raising administrators in the use of computers and also focus on the primary function of cultivating and giving proper attention to prospects and donors. Even the lowest among the eight rated items showed between a medium and high rating.

Table 20

Recommended Curriculum Topics for a Master of Arts
Degree in Fund Raising Administration

Records and Computerization: Gifts/Word Processing

TOPICS	LEVEL OF IMPORTANCE					MISSING CASES	<u>MEAN</u>	STD DEV
	1 Low	2	3	4	5 High			
Computer Info. Systems	.0	3.4	17.8	27.1	51.7	.0	<u>4.27</u>	.87
Gift Processing	.0	2.5	21.2	33.9	42.4	.0	<u>4.16</u>	.85
Records/ Reporting	0.8	2.5	17.8	41.5	37.3	.0	<u>4.12</u>	.85
Constituency Lists	0.8	5.1	21.2	37.3	33.9	1.7	<u>4.00</u>	.92
Word processing	0.8	3.4	31.4	38.1	26.3	.0	<u>3.86</u>	.88
Prospect/ Donor Files	0.8	2.5	13.6	34.7	48.3	.0	<u>4.27</u>	.85
Pledge Detail	1.7	11.9	27.1	36.4	22.0	0.8	<u>3.66</u>	1.01
Data/Program Evaluation	0.8	6.8	18.6	41.5	30.5	1.7	<u>3.96</u>	.93

Professional Competencies: Communications, Interpersonal, Technical and Organizational

The various skills and professional competencies consisted of four topics in this subsection. The respondents provided the data under this heading in Table 21.

Table 21

Recommended Curriculum Topics for a Master of Arts
Degree in Fund Raising Administration

Professional Competencies: Communications, Interpersonal,
Technical and Organizational

TOPICS	LEVEL OF IMPORTANCE					MISSING CASES	<u>MEAN</u>	STD DEV
	1	2	3	4	5			
	Low (percentages) High							
Verbal Skills	.0	0.8	11.0	23.7	64.4	.0	<u>4.51</u>	.73
Writing Skills	.0	0.8	2.5	25.4	71.2	.0	<u>4.67</u>	.57
Ethics/Intgrty	.0	2.5	13.6	23.7	60.2	.0	<u>4.42</u>	.82
Prof. Growth	0.8	11.0	34.7	33.1	20.3	.0	<u>3.61</u>	.96

Verbal skills, writing skills and ethics were highly rated by the professional participants in that order. Averaging the three means for these closely rated items produced a 4.53 score. The fourth topic, Professional Growth, still rated between medium and medium-high but fell approximately one full point behind the other three with an importance level of 3.61.

Marketing and Fund Raising Programs

Marketing, which is one of the newer and more scientific techniques in fund raising, showed a fairly high level of importance. Four topics were presented for evaluation with Marketing Systems and Principles in Fund Raising Programs producing the highest rating with a mean score of 4.19.

Table 22

Recommended Curriculum Topics for a Master of Arts Degree in Fund Raising Administration

Marketing and Fund Raising Programs

TOPICS	LEVEL OF IMPORTANCE					MISSING CASES	STD DEV
	1 Low	2	3	4	5 High		
Definition/ Theory	.0	2.5	22.9	39.8	33.9	0.8	<u>4.06</u> .82
Systems/ Principles	.0	3.4	15.3	39.8	40.7	0.8	<u>4.19</u> .82
Psychology- Giving	2.5	1.7	22.0	38.1	35.6	.0	<u>4.03</u> .94
Demographics, Soclogy/Cultr	1.7	10.2	39.8	33.9	13.6	0.8	<u>3.48</u> .92

The only topic which dropped below a score of four in the area of marketing was that of Demographics, Sociology and Cultural Influences in marketing. The evaluators scored it with an average rating of 3.48.

Public Relations, Publications, Promotion and Information

The related area of public relations was viewed by the participants as having only one topic of high importance to fund raising administration. The Institutional Image and Characteristics received an average rating of 4.19 with a standard deviation of .82. The data for this subsection of topics are portrayed in Table 23.

Table 23

Recommended Curriculum Topics for a Master of Arts
Degree in Fund Raising Administration

Public Relations, Publications, Promotion and Information

TOPICS	LEVEL OF IMPORTANCE					MISSING CASES	<u>MEAN</u>	STD DEV
	1	2	3	4	5			
	Low (percentages) High							
Institutional Image	.0	2.5	17.8	37.3	41.5	0.8	<u>4.19</u>	.82
Effective Literature	0.8	7.6	28.0	36.4	27.1	.0	<u>3.81</u>	.95
Visual Media	1.7	9.3	37.3	35.6	16.1	.0	<u>3.55</u>	.93
News Bureau	1.7	5.9	43.2	33.1	16.1	.0	<u>3.56</u>	.89

The three topics under the highest rated topic all fell within the medium to medium-high level of importance as a curriculum topic in fund raising administration.

Budget, Financial Investments and Business Administration

Three topics were presented in this topic category for evaluation. The Budget and Resource Management Systems was rated the highest in importance. It was rated at the medium-high to high level with a 4.14 mean and .81 standard deviation. Table 24 presents the data produced by the participants in the survey.

Table 24

Recommended Curriculum Topics for a Master of Arts Degree in Fund Raising Administration

Budget, Financial Investments and Business Administration

TOPICS	LEVEL OF IMPORTANCE					MISSING CASES	MEAN	STD DEV
	1	2	3	4	5			
	Low (percentages) High							
Budget/Mgmt Systems	0.8	0.8	18.6	43.2	36.4	.0	<u>4.14</u>	.81
Finance/ Investments	.0	9.3	28.8	39.0	22.9	.0	<u>3.75</u>	.92
Business Office & Dev	0.8	3.4	22.0	44.1	28.8	0.8	<u>3.97</u>	.86

The chief Development officers scored The Role of the Business Office and Development at the 3.97 level of importance which is also quite high.

Issues and Trends in Institutional Advancement

The last of the twelve topic categories in the Questionnaire did not directly address programs in fund raising

administration. It included topics that were more futuristic in nature and related to a broader understanding of the total picture in which Development must function. It is of interest to note however, that the only topic reaching a four point rating included New Markets, Techniques and Programs for Institutional Advancement. Its 4.03 average rating also produced the smallest standard deviation of .84.

The data are listed in Table 25 for this topic group.

Table 25

Recommended Curriculum Topics for a Master of Arts
Degree in Fund Raising Administration

Issues and Trends in Institutional Advancement

TOPICS	LEVEL OF IMPORTANCE					MISSING CASES	MEAN	STD DEV
	1	2	3	4	5			
	Low (percentages) High							
Philanthropic Trends	0.8	2.5	26.3	39.0	31.4	.0	<u>3.98</u>	.87
Human/ Behavioral	1.7	9.3	32.2	34.7	22.0	.0	<u>3.66</u>	.98
Government/ Political	3.4	8.5	42.4	32.2	13.6	.0	<u>3.44</u>	.95
Gift Competition	1.7	7.6	43.2	29.7	16.9	0.8	<u>3.53</u>	.93
New Techniques	0.8	3.4	17.8	45.8	29.7	2.5	<u>4.03</u>	.84
Education Future Dev.	0.8	8.5	25.4	35.6	25.4	4.2	<u>3.80</u>	.97
Other Non Profits	1.7	22.0	41.5	23.7	8.5	2.5	<u>3.16</u>	.93

Questionnaire Results: Data Analysis

Additional computations were made with the data to establish any area of statistical significance by use of the Pearson Correlation Coefficients and Analysis of Variance. Several areas were found to be significant.

Pearson Correlation Coefficients

To establish the possibility of statistical significance, the mean scores of topic ratings within each of the twelve topic groups were computed to determine the mean for each topic group. Using these group mean scores, data were then computed using the Pearson Correlation Coefficient to determine if any one of the twelve topic groups showed a correlation at the .50 or more level of significance with any other one of the twelve topic groups. It was determined that fifteen correlations were significant at the .50 level. Figure 1 presents the data showing these correlations.

Analysis of Variance

Three variables including the age level, years of experience and size level of professional staff were used to determine through Analysis of Variance if any significance could be established in the data. At a determining significance level of .05 or less two findings were of interest.

When using the size level of professional staff with the criterion variable Planned/Deferred Gift Program a .0135

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1. Intro to Fund Raising		X										X
2. Adm. of Higher Educ.: Role-Dev.												
3. Success Factors in Development							X	X		X		
4. Annual Giving Programs					X		X					
5. Capital Campaigns-Major Gifts						X	X					
6. Planned/Deferred Gifts												
7. Records-Computers										X		
8. Professional Competencies: Communication Skills										X		
9. Marketing-Fund Raising												X
10. PR-Publications Information											X	X
11. Budget-Business Adm. and Development												X
12. Issues and Trends in Institutional Advancement												

Figure 1. Pearson Correlation Coefficients at the significant level of 0.50 or more. Graphic Representation of which topic group correlates significantly with another topic group as listed in the twelve headings dividing the sixty-six topics in the survey Questionnaire.

significant computation resulted. The mean for the larger professional staffs of eleven or more was over one half point less than any other staff size level mean. This determined that the chief Development officers who had larger professional staffs rated planned gift programs less important than those with smaller size professional staffs. Speculation may infer that the smaller staff approach perceives the large gifts to be obtained through a planned/deferred gift program while the larger staff administrator perceives planned/deferred gifts as one area among several programs that produce major gifts.

A very interesting and impressive finding resulted when using the age level variable with the criterion variable of composite scores. Using five age levels of ten year spans a significance at the .0252 was found. By reviewing the mean for each of the five age levels it was observed that the mean score progressed in size or level of importance with each age level. Since the computed means for each age level reflected how that group had evaluated the overall topics in the questionnaire it determined the older more experienced chief Development officers perceived the topics listed as more important than the younger professionals. Table 26 portrays the data produced from this analysis of variance.

Summary

The purpose of this study was to develop an appropriate

Table 26

Analysis of Variance: Age Level and Overall
Rating of Topics as to Their Importance

AGE LEVEL VARIABLE	MEAN	STD DEV	SUM OF SQ	N
Ages 20-29	3.86	.00	.00	1
Ages 30-39	3.91	.48	4.06	19
Ages 40-49	3.97	.50	10.21	42
Ages 50-59	4.00	.38	3.37	24
Ages 60-65*	4.44	.25	.64	11

* 5 years less (Top age of respondent was age 65)

ANALYSIS OF VARIANCE

Source:	Sum of Squares	D.F.	Mean Square
Between Groups:	2.32	4	.58
Within Groups:	18.28	29	.20

ETA = 0.336

ETA Squared = 0.113

F: 2:922

Significance: .0252

model curriculum useful at the Master of Arts level in preparing qualified individuals for professional careers in fund raising administration. The data computed are the results of the research survey instrument to achieve the objective.

Demographic Data

Preliminary questions in the survey instrument dealt with demographic information from the respondents. Almost ninety-six percent of the chief Development officers participating in the study were male with an average age of slightly over forty-seven. Most had advanced degrees but felt on-the-job training had best prepared them for their present responsibilities.

The number of years in professional Development represented by the 118 cases participating totaled approximately 1,600 years of experience with an average of 13.91 years. Their professional staffs averaged 9.61 in size.

Organizational Aspects for a Master's Degree Program

Additional information requested of the evaluators included their perceptions relating to the setting or organizational aspects surrounding the delivery of a master's degree program in fund raising administration. The participants agreed that a master's degree was the most appropriate professional program needed for Development following a bachelor's degree. They felt courses should

be offered during the summer months, preferably by a school of business or a combination of schools/programs. The evaluators also expressed the importance of faculty having practical Development experience to qualify for teaching courses in fund raising administration. A comprehensive practical field experience in lieu of the traditional masters thesis was rated highly important for a degree in fund raising administration.

Recommended Curriculum Topics for a Master of Arts Degree in Fund Raising Administration.

The overall ratings by the participants tended to evaluate the topics listed from the educational literature on fund raising administration fairly high. The sixty-six topics presented in the Questionnaire were seen in the data produced by the evaluators as having a high level of importance for a recommended curriculum in fund raising administration. Figure 2 portrays the number of topics receiving ratings at the various levels of importance.

The sixty-six topics were divided into group categories under certain heading subsections or classifications. These twelve topic divisions may possibly be considered as course titles for the topics listed under them. When computing the average from the mean scores of each topic within a group, a mean score for that particular category was achieved. These mean scores might represent the overall degree of importance for that area of study. Exhibit 1 portrays these topic

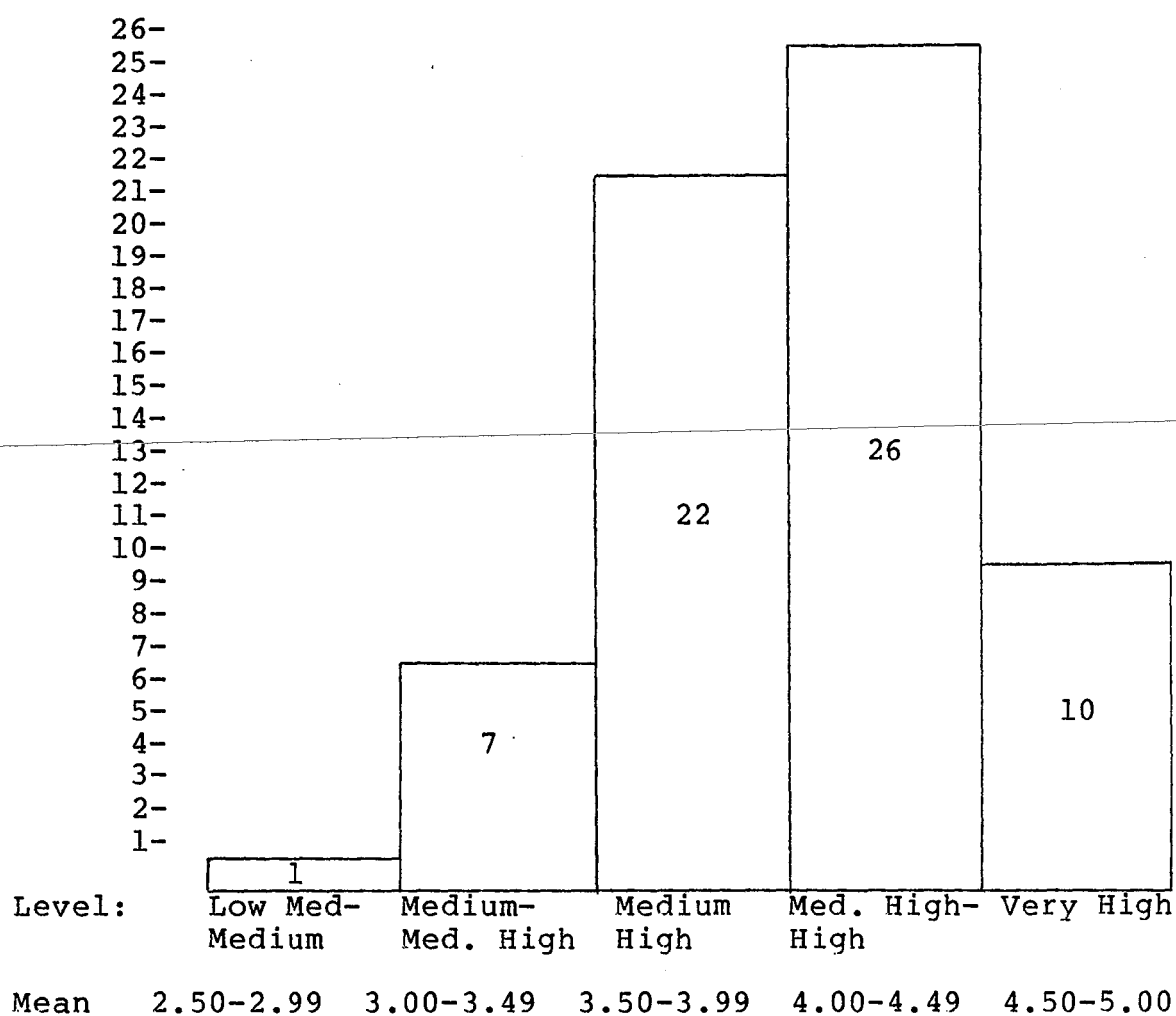


Figure 2. To Summarize the overall ratings of the sixty-six topics into levels of importance or emphasis this Figure presents them in a graphical presentation. The graph shows the number of topics which fall into each particular rating level.

Exhibit 1

The twelve topic group means under each subsection heading represented a possible course title under which the topics were evaluated by the participating chief Development officers. The twelve groups are listed below according to their rank mean score from high to low.

<u>Mean</u>	<u>Topic Category/Subsection</u>
4.502	Capital Campaign and Major Gifts
4.485	Prerequisites for Successful Development Programs
4.359	Planned/Deferred Gifts Programs
4.303	Professional Competencies: Communications, Interpersonal, Technical and Organizational
4.061	Beginners Survey and Introduction to U. S. Philanthropy and Fund Raising Profession
4.037	Records and Computerization: Gifts/Word Processing
3.955	Budget, Financial Investments and Business Administration
3.945	Marketing and Fund Raising Programs
3.782	Annual Gift and Associates Programs
3.776	Public Relations, Publications, Promotions and Information
3.662	Administraion of Higher Education: Role and Mission of Development
3.657	Issues and Trends in Institutional Advancement

category mean scores by rank from the highest to the lowest.

As seen in the data when computing the Pearson Correlation Coefficients two comparative areas were found to be significant. The most impressive related to the age levels and how they rated the overall topics listed in the Questionnaire. It was found that the mean score for the six age levels progressively increased with age ranging from the youngest level to the oldest. A mean score range from 3.86 to 4.44 reflected that the older and more experienced the evaluators, the more important they perceived the topics to be for this curriculum in fund raising administration.

CHAPTER 5

SUMMARY, OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS

Summary

The Problem, Purpose, Objective and Procedures of the Study

The problem this study addressed was the increasing need for qualified professional fund raising administrators in American higher education while formal academic programs to prepare these administrators are not readily available. The purpose of this study was to develop an appropriate model curriculum useful at the Master of Arts level for institutions to implement in offering a program to individuals for professional careers in fund raising administration. The objective of the study was to draw from a qualified sampling of professional chief Development officers in American higher education sufficient data to formulate a recommended model graduate curriculum in fund raising administration.

A survey Questionnaire was used as the data gathering instrument. It was designed, validated and mailed to a selected sampling of professional fund raising administrators. A return rate exceeding forty percent was considered sufficient for the results to be valid. One hundred and eighteen useable returns provided the data which were processed with the SPSS computer programs as implemented on the Burroughs B-6700 computer facilities at the University of

the Pacific.

The Review of Literature

A review of the literature provided an historical background of philanthropy, the role of fund raising administration, the Development profession and the professional education programs currently available. The researcher compiled from the literature on workshop programs and texts/hand-books, the salient topics of study to be listed and evaluated as to their level of importance in the Questionnaire.

Analysis and Interpretation of Data

Findings in the survey research provided: (1) data relating to the demographics of the chief Development officers responding, (2) their perceptions as to the best organizational setting in which the model curriculum could be delivered and (3) ratings of topics by degree of importance. Descriptive Statistics facilitated the researcher to present the raw data collected in a summary form for analysis.

Since the sampling criteria selected only chief Development officers at American colleges and universities raising a minimum of one million dollars per year for current use at institutions with enrollments of one thousand or more, a powerful sampling of professionals was achieved. Their mean age of 47.1 with an average of approximately fourteen years of professional experience confirmed the intended power desired from the sampling. The Institutions

represented in the data had an average of approximately ten professionals on their staffs, but less than six percent offered any course work in institutional advancement.

Respondents were asked to rate sixty-six topics under twelve areas of study or group categories. A five point Likert-type scale for Low to High importance was used to identify recommended topics for a model curriculum according to their level of importance or needed degree of emphasis. The resulting data were used to determine the most important topics for a model graduate curriculum in fund raising administration.

Observations

The researcher made several observations from the demographic data. The overall sampling represented a seasoned senior group of professional fund raising administrators who have held their positions for a number of years. Even though there appears to be a substantial representation of women in professional fund raising associations who have entered this career occupation in recent years, this sampling was ninety-six percent male.

It was noted by computing an analysis of variance by age level that the overall ratings of topics listed in the Questionnaire were progressively evaluated as being more important with the increased age and experience of the participants. The researcher observed that this statistically significant finding may confirm that the Questionnaire

included a comprehensive listing of salient topics since the more experienced evaluators rated them more highly. Many written comments on the returned Questionnaires also reflected this perception of high relevancy of topics.⁹⁰ One might suggest that this is a result of a thorough review of the literature. Other comments relating to the value and type of graduate degree program which seemed most appropriate to the respondents were observed.⁹¹

The investigator also observed a growing interest among institutions in offering academic programs in institutional advancement. Between the time the review of literature was begun over two years before the present writing and completed in recent months, several colleges and universities had initiated course work in fund raising administration. Peabody College of Vanderbilt University has led the way during this academic year by being the first to offer a master's degree in institutional advancement.

Conclusions

Organizational Setting and Requirements

Although there are acknowledged limitations of this study, the data allowed the researcher to suggest the following conclusions:

⁹⁰ See Appendix H.

⁹¹ See Appendix I.

1. The most appropriate academic program to professionally prepare qualified individuals for Development/fund raising administration is a Master of Arts degree.
2. A Field Experience (practicum/internship) with comprehensive written reports/case studies should be required in lieu of the traditional written thesis in a master's degree program in fund raising administration.
3. Faculty teaching courses in institutional advancement should be required to have substantial practical experience in Development/fund raising administration.
4. The school or department best suited to offer a graduate program in fund raising administration is business, or a combination of schools/departments such as business, educational administration and communications.
5. The most appropriate time to offer courses for a graduate program in fund raising administration is when it creates the least conflict with the working schedule of an academic community. This includes summer months, intensive weekends and evenings.

The Model Graduate Curriculum in Fund Raising Administration
for American Higher Education

The purpose of this study was to develop an appropriate

and comprehensive model curriculum useful at the Master of Arts level in preparing qualified individuals for professional careers in fund raising administration. The twelve group categories or areas of study which could serve as course titles are presented according to the composite mean scores of the topics listed under them. Beginning with the highest rated level of importance or needed degree of emphasis each group category is listed. The topics appearing under the heading for each group category are also listed beginning with the highest to the lowest average rating. No topic is listed unless it received at least a medium high mean score of 3.50. The Model Curriculum is presented in an outline format.

A. Capital Campaigns and Major Gifts

1. Campaign Principles and Techniques: Market Evaluation, Institutional Readiness, The Case Statement, Solicitation, Naming Opportunities and Recognition
2. Research and Cultivation of Prospective Donors
3. Strategies for Soliciting Major Gifts
4. Organizing and Motivating Volunteers

B. Prerequisites for Successful Development Programs

1. Leadership Involvement of Trustees and President
2. Institutional Commitment to Institutional Advancement: Comprehensive Development Program, Realistic Goals, Adequate Resources and Personnel
3. Sense of Institutional Mission and Direction: The Case Statement and Confidence to Achieve It

4. Institutional Image: Alumni, Leadership, Academic Reputation, Endowment

C. Planned/Deferred Gift Programs

1. Estate Planning and Taxes
2. Irrevocable Gift Instruments: Annuity Trusts, Gift Annuities, Pooled Income Funds, Unitrusts, Life Estates, Bargain Sale, Insurance and Charitable Lead Trusts
3. Wills and Revocable Trusts

D. Professional Competencies: Communications, Interpersonal, Technical and Organizational

1. Writing Skills: Clear and Effective Writing for Results
2. Verbal Communication Skills: Language, Interpersonal, and Public Speaking
3. Professional Ethics, Integrity, and Moral Responsibility
4. Professional Growth: Continuing Education, Affiliations, Professional Standards and Writing Resumes

E. Beginners Survey and Introduction to U. S. Philanthropy and Fund Raising Profession

1. Types of Gifts and Programs: Annual, Capital, Deferred, etc.
2. Principles, Practices and Techniques of Successful Fund Raising
3. Development as Part of the Institution's Organization
4. Public Relations and Donor Relations
5. Professional Ethics, Integrity, Responsibilities, and Relationships
6. Gifts and Taxes in the U. S.
7. Constituencies and Volunteers
8. Gift Records and Reports

F. Records and Computerization: Gift/Word Processing

1. Prospect and Donor Files
2. Computer Based Information Systems
3. Gift Processing, Receipting and Appreciation Response
4. Gift Records, Reporting and Analysis
5. Constituency Lists: Alumni, Parents, Friends, etc.
6. Data Analysis/Program Evaluation
7. Word Processing/Automation
8. Pledge Detail

G. Budget, Financial Investments and Business Administration

1. The Budget and Resource Management Systems
2. The Role of the Business Office and Development
3. Finance and Investments: Stocks, Bonds, Banking, Business Enterprises and Endowment

H. Marketing and Fund Raising Programs

1. Marketing Systems and Principles in Fund Raising Programs
2. Marketing Definition, Theory, Application and Research Techniques
3. Psychology and Fund Raising Administration: Motivation, Group Dynamics and Giving

I. Annual Giving and Associates Programs

1. Building Basic Constitutency Support: Alumni, Parents, Friends, Students, Local Community, Corporations/Firms, Foundations, Government, Churches and Other
2. Direct Mail: Designing Package, Persuasive Copy, Evaluation
3. Phone Campaigns

4. Gift Clubs
5. Challenge Grants
6. Corporate Matching Gifts
7. Associates Programs
8. Alumni Class Agent Programs

J. Public Relations, Publications, Promotion and Information

1. ~~The Institutional Image and Characteristics~~
2. Producing Effective Literature: Art, Copy and Layout Design--The House Organ, Logo, and Institutional Style
3. News Bureau and Media Relations
4. Multi-media, Photography and Visual Communications

K. Administration of Higher Education: Role and Mission of Development

1. Institutional Leadership Roles and Development: Trustees, President, Chief Development Officer, Business Officer, Faculty, Volunteers and Professional Counsel
2. Role and Mission of Development Within the Institutional Structure
3. Financing and Support of American Higher Education
4. Administrative Theory and Leadership Styles

L. Issues and Trends in Institutional Advancement

1. New Markets, Techniques and Programs
2. Philanthropic Trends: Foundation, Corporate and Individual Giving
3. Development and Its Future Role in Higher Education
4. Trends in Human and Behavioral Aspects of Philanthropy

5. Competition for the Gift Dollar

Implementation

The recommended graduate program in fund raising administration from this study should be offered with the same academic standards required in other recognized professional master's degree programs. This normally would require thirty-four or more semester hours in one to one and a half years of study.

The survey/introductory course should be required of students with no or little Development experience during their first semester. Required courses such as; Administration of Higher Education: Role and Mission of Development and Prerequisites for Successful Development Programs should be prerequisites to the courses presenting programs in Capital, Deferred and Annual Gift programs. Issues and Trends in Institutional Advancement could be considered an elective near the end of the program. It is apparent that the twelve topic groups listed could not all be offered in a thirty-four unit program also requiring a strong practicum experience. Several topic categories could be combined according to the available resources of the institution offering the program. Ten courses plus the practicum is recommended as a strong program for implementation.

Recommendations for Further Study

It is recommended that:

1. Further study of this kind be conducted with a sample population outside of higher education among professional fund raising administrators in other substantial non-profit service organizations. Such a study may provide data to determine other curriculum topics of importance for a broader or more appropriate academic program.

2. Further study of this kind be conducted with a research approach which draws from a professionally qualified sampling their suggested topics in lieu of topics being selected from a review of literature. These topics could then be rated by survey research for comparisons with this study as to their level of importance.

3. A replication of this study be conducted with a sample population of chief Development officers at small colleges for comparative purposes with this study to determine any significant differences.

4. Further studies be undertaken to determine ways in which professional education in fund raising administration can be developed and delivered to individuals engaged in, or seeking careers in Development. Since this is the first study of its kind to develop and suggest a curriculum for this emerging profession it cannot be considered absolutely complete. Additional data would serve to guide institutions and Development professionals in decisions which will be made to establish graduate programs in Institutional Advancement.

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APPENDIX A
STUDY ENDORSEMENT LETTERS



June 16, 1982

John J. Schwartz
President

Mr. Ernest W. Wood
Ass't. Vice President for Development
University of the Pacific
Stockton, CA 95211

Dear Mr. Wood:

In reference to your letter of May 25th, your proposal to conduct a comprehensive study to develop a model curriculum on fund-raising management would be, indeed, very valuable to our profession. There have been some moderately successful programs established in a number of colleges and universities on fund-raising management but they all suffer from one lack -- a work/study program which in our experience has shown to be essential to prepare adequately for this field.

J. Richard Wilson, president of the National Society of Fund-Raising Executives has commissioned a graduate student to identify those colleges and universities that have some kind of course in this field. I hope this material will be available before the end of the summer and I will ask him to share it with you.

Programs that are run locally include; a masters degree course in fund-raising management at the New School for Social Research, Adelphi University has a course that runs for one semester and a number of us have been involved in launching a certificate program in fund-raising management for New York University. Enclosed for your information is a brochure describing this program.

Another one that was most promising when it was launched 12 years ago at Harvard, is The Institute for Educational Management. It began under the aegis of the Business School but now is under the aegis of both the School of Education and The Business School at Cambridge. This course was designed to provide management techniques to administrators of colleges and universities who were on their way up and may achieve one day, the role of president. It started off with a great deal of emphasis on development, but over the years, that element has completely disappeared from its curriculum.

There are several others that went this same course which I would rather not mention in writing. There does seem to be a tendency within academia, however, to dance away from spending too much time and effort on development problems. Perhaps you can help us overcome this with your study.

Mr. Ernest W. Wood
University of the Pacific

June 16, 1982
Page 2

In any event, I encourage your endeavor and hope that you will keep me informed of progress.

With best wishes, I am

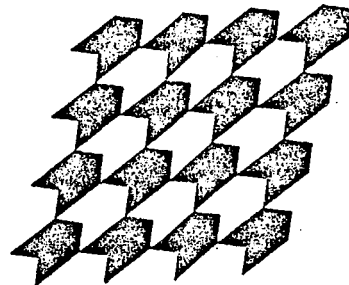
Sincerely,

John J. Schwartz (

JJS:dl
enclosure

National Society of Fund Raising Executives

Suite 831, Investment Building,
111 K Street, N.W.
Washington, D.C. 20005
(202) 638-1393



April 19, 1982

Mr. Ernest W. Wood
Asst. Vice Pres. for Development
University of the Pacific
Burns Tower, Fourth Floor
University of the Pacific
Stockton, CA 95211

Dear Ernie,

Enjoyed talking with you about the plan for your doctorate thesis. We will enjoy cooperating with you, for it appears that your findings will provide data that will be quite helpful to the Society.


Under separate cover we are sending brochures from the colleges on the enclosed list that responded to our inquiry.

The needs as we perceive them in this will:

- (1) a complete listing of colleges and universities that offer fund raising courses, and basic information about such course
- (2) a description of curricula that have been developed by colleges on fund raising
- (3) a basic outline of a fund raising fundamental course that could be recommended by NSFRE for use in colleges and universities
- (4) evaluation of courses that now exist
- (5) results of a survey among participants in courses and the ultimate effect on job opportunities, job success, and remuneration
- (6) any recommendations as to what appears to be most successful in terms of curriculum development, department affiliation, marketing and faculty selection.

Obviously, your study will probably not do all these things but it helps to give you a complete picture of what we see as needed.

Sincerely,


J. RICHARD WILSON
President

JRW/cdr

cc: Tom Sanberg
Linda Chew
Bill Lerrigo

**CF
AE**

680 Fifth Avenue
New York
N.Y. 10019
212/541-4050

ive to the college
of your choice.

John R. Haire
President

June 4, 1982

BOARD OF DIRECTORS

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Columbia University

Don W. Whitehouse, Jr., Chairman
Standard Oil Company (Ohio)

Murtney C. Brown, Honorary Director
Emeritus, Graduate School
Business, Columbia University

Mr. Ernest W. Wood
Asst. V.P. Development
University of the Pacific
Stockton, CA 95211

Dear Mr. Wood:

Thank you for your letter of May 25th. Among the institutions here in New York offering programs in fund-raising management are New York University and the New School for Social Research. I am enclosing some information from our file and suggest that you contact the following individuals for additional information:

Ronald W. Janoff, Director

Management Institute

School of Continuing Education and Extension Services

Division of Career and Professional Development

326 Shimkin Hall

New York, NY 10003

Graham Hodges, Associate Director

Graduate School of Management & Urban Professions

New School for Social Research

66 Fifth Avenue

New York, NY 10011

Other sources you may wish to contact, if you have not done so already, would be:

John J. Schwartz, President

The American Association of Fund-Raising Counsel, Inc.

25 West 43rd Street

New York, NY 10036

Dr. James L. Fisher, President

Council for the Advancement and Support of Education

11 Dupont Circle

Washington, DC 20036

Sincerely yours,

John R. Haire
John Haire

JH:gr
encs.

APPENDIX B
CODE OF ETHICS AND PROFESSIONAL PRACTICES

NSFRE
CODE OF ETHICS AND PROFESSIONAL PRACTICES

PREAMBLE

Professional fund raising executives are motivated by positive forces, by an inner drive to improve the society in which they live through the causes they serve. They seek to inspire others through their own sense of dedication and high purpose. They are committed to the improvement of their own professional knowledge and skills in order that their performance will better serve others. They recognize their trusteeship -- to assure their employers that needed resources are vigorously sought, and donors that their purposes in giving are honestly fulfilled. Such professionals write their own code of ethics every day.

*PROFESSIONAL FUND RAISING EXECUTIVES ACCEPT AND ABIDE BY
THE FOLLOWING CODE OF ETHICS AND PROFESSIONAL PRACTICES:*

- Members shall be responsible for conducting activities in accord with accepted professional standards of accuracy, truth, integrity and good faith.
- Members shall encourage institutions they serve: to conduct their affairs in accordance with accepted principles of sound business management, fiduciary responsibility, and accounting procedures; to use donations only for the donors' intended purposes; and to comply with all applicable local, state, provincial and federal laws.
- Members shall manage all accounts entrusted to them solely for the benefit of the organizations or institutions being served.
- Members shall recommend to the institutions they serve only those fund raising goals which they believe can be

CODE (continued)

achieved based on their professional experience, and an investigation and rational analysis of facts.

- Members shall work for a salary, retainer or fee, not a commission. If employed by a fund raising organization, that organization shall operate in its client/consultant relationship on the basis of a predetermined fee and not a percentage of the funds raised.
- Members shall make full disclosure to employers, clients or, if requested, potential donors all relationships which might pose, or appear to pose, possible conflicts of interest. As fund raising executives they will neither seek nor accept "finder's fees."
- Members shall hold confidential and leave intact all lists, records and documents acquired in the service of current or former employers and clients.
- A member's public demeanor shall be such as to bring credit to the fund raising profession.

I subscribe to the above code


Signature

Statement of Ethics

Institutional advancement professionals,
by virtue of their special responsibilities within the academic community,
represent their colleges, universities, and schools to the larger society.

They have, therefore, a special duty to exemplify the best qualities
of their institutions, and to observe the highest standards
of personal and professional conduct.

In so doing, they promote the merits of their institutions,
and of education generally, without disparaging other colleges and
schools;

Their words and actions embody respect for truth, fairness,
free inquiry, and the opinions of others;

They respect all individuals without regard to race, color, sex, creed,
ethnic or national identity, handicap, or age;

They uphold the professional reputation of other advancement officers,
and give credit for ideas, words, or images originated by others;

They safeguard privacy rights and confidential information;

They do not grant or accept favors for personal gain,
nor do they solicit or accept favors for their institutions where a
higher public interest would be violated;

They avoid actual or apparent conflicts of interest and, if in doubt,
seek guidance from appropriate authorities;

They follow the letter and spirit of laws and regulations
affecting institutional advancement;

They observe these standards and others that apply to their professions,
and actively encourage colleagues to join them in supporting
the highest standards of conduct.

Council for Advancement and Support of Education

Adopted by the Board of Trustees on July 11, 1982 in Toronto.

APPENDIX C
REVIEW OF EDUCATIONAL PROGRAMS
IN FUND RAISING ADMINISTRATION
COMMERCIAL FIRMS
PROFESSIONAL ORGANIZATIONS/SOCIETIES

Review of Educational Courses in
Fund Raising Administration

Commercial Firms/Programs

Development Association of Christian Institutions
Annual DACI Institute
4057 Crown Shore Drive - Dallas, TX 75234

Fund-Raising Institute
Continuing Education Program
Box 365 - Amber, PA 19002-0365

The Fund Raising School
Training in Productive Fund Raising
P.O. Box 3237 - San Rafael, CA 94912

Gordon M. Caswell Gifts Seminar
Annual and Deferred Gifts Institute
8 East Figueroa Street, Suite 200 - Santa Barbara, CA
93101

The Grantsmanship Center
Training Programs on Fundraising and Management
1031 South Grand Ave. - Los Angeles, CA 90015

Robert F. Sharpe and CO., Inc.
National Planned Giving Institute Seminars
5050 Poplar Ave., Suite 1222 - Memphis, TN 38157

Philanthropy Tax Institute
Taxwise Giving - Conrad Teitell
13 Arcadia Rd. - Old Greenwich, CT 06870

Williamsburg Development Institute
Annual Conference
109 Crownpoint Rd. - Williamsburg, VA 23185

Kennedy-Sinclair, Inc.
Training Course Program
524 Hamburg Turnpike - Wayne, NJ 07470

Gouser, Gerber, Tinker & Stuhr
Development Consultants to College and Universities
105 West Madison Street - Chicago, IL 60602

Professional Fund Raising

Societies/Organizations

Council for Advancement and Support of Education - CASE
CASE Special Conferences
11 Dupont Circle, Suite 400 - Washington, DC 20036

Annual CASE District VII Conference
CASE Summer Institute in Educational Fund Raising
CASE Academy and Certificate Programs
CASE Conferences, Institutes, Workshops, Forums,
etc.

National Catholic Development Conference - NCDC
119 North Park Ave. - Rockville Centre, NY 11570

Professional Fund Raising Seminars and Workshops
National Development Convention and Exposition
Bibliography of Fund Raising and Philanthropy
(title review)

National Society of Fund Raising Executives - NSFRE
1511 K St., NW, Suite 1000 - Washington, DC 20005

NSFRE Institute - Annual Nat'l/Inter'l Conference
Annual Conference on Fund Raising - So. California
Chapters NSFRE
Annual Southwest Institute of Fund Raising -
Houston, TX
Certification: Review Course on Fund Raising
Fundamentals

APPENDIX D

REVIEW OF EDUCATIONAL PROGRAMS IN

FUND RAISING ADMINISTRATION

EDUCATIONAL INSTITUTIONS

Review of Programs Related to Fund Raising Administration

Educational Institutions

Berea College

Berea, Kentucky 40404

Short Term, January 1983

Course: Fundamentals of Institutional Advancement

George Washington University

2130 H Street, N. W., Suite 621 - Washington, DC 20052

Division of Continuing Education and Summer
Session

Title: Fundraising and Development

Georgetown University

Washington, DC 20057

School for Summer and Continuing Education
Workshops and Courses

Glassboro State College

Glassboro, New Jersey 08028

Communications Department: MA in Public Relations
Title: Fundraising and Development

New York University

Washington Square - New York, NY 10003

Institute on Institutional Advancement - School of
EducationCenter for Fund Raising and Philanthropic Manage-
ment (Certificate Program in Fund Raising
Management)

University of Colorado

Austin Bluff Parkway - Colorado Springs, CO 80907

Division of Continuing Education
Planned Giving Seminars

University of Maryland University College

University Boulevard at Adelphi Road - College Park, MD
20742Conferences and Institutes Program
Short Courses

University of Oklahoma

College of Education - Norman, Oklahoma 73019

Center for Studies in Higher Education

Courses: Institutional Advancement in Higher
Education and Case Studies in Institutional
Development

Vanderbilt University

Peabody College for Teachers, Nashville, TN 37203

Masters Degree in Institutional Advancement

West Virginia University

School of Journalism, Morgantown, West Virginia

One graduate level course taught in Public
Relations since 1975

Course: Fund-Raising and Foundation Management



The University of Oklahoma

CENTER FOR STUDIES
IN HIGHER EDUCATION
COLLEGE OF EDUCATION
630 Parrington Oval, Room 105
Norman, Oklahoma 73019
(405) 325-5421

March 29, 1983

Dr. Ernest W. Wood
Assistant Vice President for Development
University of the Pacific
Stockton, CA 95211

Dear Dr. Wood:

I hope you will forgive the delay in my responding to your letter of inquiry concerning the courses I offer here and suggestions I would have concerning a curriculum in fund raising.

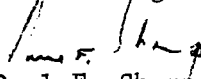
My work here is only a fragment of what it would take to be an adequate program for doctoral candidates who are interested in institutional development. Since I am the only one doing this work in our program and I teach half-time in the history department as well you can see that my offerings are severely limited as measured against any ideal program! The two courses that I offer that bear directly upon the education and training of institutional development officers are a course in "Institutional Advancement in Higher Education" and "Case Studies in Institutional Development." These two courses follow a general course I offer in Institutional Organization and Administration.

We try to have our students who are interested in institutional development do additional work in related fields such as public relations, media information, journalism and radio and television broadcasting. In addition to this most of them also take courses in the behavioral sciences and business management as a background to specific interest in fund raising.

In the institutional advancement course there are several portions of that offering that could well be made into separate courses. I am thinking particularly of courses on such themes as foundations and proposal and grant writing, media information and alumni relations. I try to squeeze all of this into the two courses but obviously some of the major themes get short shrift.

I wish you every success in your survey and in the important work you are undertaking. During the 1960's when I was President of Drake University in Des Moines I visited the University of the Pacific several times as a consultant and on one occasion as an evaluator. I enjoyed my visits and came away with a high regard for the programs and outreach activities of the University. Your letter briefly recaptured happy experiences!

Warmest regards,


Paul F. Sharp

President Emeritus and Regents' Professor



State of New Jersey
GLASSBORO STATE COLLEGE
GLASSBORO, NEW JERSEY 08028

March 22, 1983

Ernest W. Wood
Assistant Vice President
for Development
University of the Pacific
Stockton, CA 95211


Dear Ernest:

I'm sending along information about our fundraising course and about our graduate program in public relations. The fundraising course has been so popular that I've been offering it every year. Next year, I expect to schedule it during both regular semesters and the summer session.

Our instructor is an adjunct who would be willing to help you. I mentioned your letter, and he said to pass along his card.

Best wishes on your research. I'll look forward to your survey instrument.

Sincerely,


Donald R. Gallagher
Professor & Coordinator
of Master's Program in
Communications

pmb
Encl.

VANDERBILT UNIVERSITY



NASHVILLE, TENNESSEE 37203

TELEPHONE (615) 322-7311

Office of the Dean • Direct phone 322-8400

2 March 1983

Mr. Ernest W. Wood
Assistant Vice President for Development
University of the Pacific
Stockton, California 95211

Dear Mr. Wood:

Thank you for your interest in our new program in institutional advancement. Enclosed is a descriptive brochure. If this is not what you are looking for, please feel free to write to David Jones, coordinator of the program, at 427 Kirkland Hall, Vanderbilt University, Nashville, Tennessee 37240.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Willis D. Hawley'.

Willis D. Hawley
Dean

WDH/msb

Enclosure



"Vanderbilt's new graduate degree program in Institutional Advancement is a benchmark in progress for this emerging profession. Level of quality and practical skills being designed into the program ensure its graduates immediate usefulness in any institution's program."

JOHN KUHNLE, Vice President for Management and Career Development Programs, Council for the Advancement and Support of Education (CASE), Washington, D.C.

EDUCATIONAL LEADERSHIP:

Presenting the challenge of the 1980's

The challenges confronting higher education today, will demand more of higher education tomorrow. How do we contend with the specter of reduced enrollments, the reality of rising costs required to maintain excellence, the closer scrutiny from all perspectives of curricular and institutional goals, and the increased competition for fewer resources? For all of these specific and familiar challenges, effective leadership in education is the larger challenge that encompasses each of education's specific concerns.

Effective leadership in education must create opportunities that are favorable for the purposes of the institution; opportunities that will enable each institution, within its own distinctive traditions, steadily to enrich its community of students and faculty, to deepen their pursuit of knowledge, and to increase their intelligent, constructive use of that knowledge.

There is nothing magical about leadership that creates opportunity; effective educational leadership is based on a body of knowledge that can be taught and a set of skills that can be learned.

Effective educational leadership is not magic, but the results can be.

INSTITUTIONAL ADVANCEMENT:

Accepting the challenge of the 1980's

Professionals in institutional advancement are committed to helping ensure the survival of their schools, colleges and universities; to promoting the interests and well being of the institution; in sum, to securing the resources to support its lifeblood. Voluntary support is a private institution's lifeblood. If it is vital enough, it can help to create the opportunity for excellence; if it is impotent, it merely will reinforce mediocrity. For a public institution, voluntary support is the resource from which can spring a wider margin of excellence.

Colleges and universities are living institutions. Without care they will tarnish; without vigorous pursuit of their basic educational mission, they will atrophy. Voluntary support can be the polish that creates a high luster and can provide the strength to maintain the pursuit of educational excellence.

Voluntary support of an institution depends on many factors, to be sure. Economic factors usually attract more attention than others. Professionals in institutional advancement recognize additional ones as well: How the institution is regarded by its constituencies—students, alumni, parents, corporations and foundations; and, how effective and persuasive the institution is in describing its self- and social-worth for the community. While economic factors often are beyond our control, these other factors are not.

There is nothing magical about institutional advancement. Knowledge about higher education, its administration and organization, its finance and management, can be taught. Skills used in annual and capital campaigns, deferred giving and donor research, direct mail and public relations, market research and alumni relations, can be learned.

Institutional advancement is not magic, but the results can be.

BEREA COLLEGE

Berea, Kentucky 40404

February 28, 1983

Mr. Ernest W. Wood
Assistant Vice President for Development
University of the Pacific
Stockton, California 95211

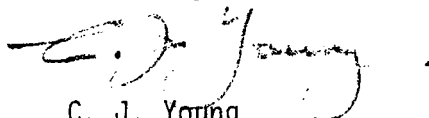
Dear Mr. Wood:

Thank you for your request for information regarding the course in Institutional Advancement here at Berea College. I have offered the course four times and am pleased to say it has been a very successful experience from the standpoint of the institution, myself--and most importantly from that of our students. It has been helpful in exposing students to our profession and, as a matter of fact, been helpful in five cases for placement in entry level positions.

I am enclosing a copy of the course outline. Incidentally, the course is offered for credit. I would like very much to make it a semester--or even two, however pressing duties make that an impossibility.

I hope this is helpful to you. Having gone down essentially the same dis-sertaion road several years ago, I can appreciate your efforts. Best of Luck!

Sincerely yours,



C. J. Young
Vice President for Development
and Public Relations

March 4, 1983

West Virginia
University

Ernest W. Wood
Assistant Vice-President for Development
University of the Pacific
Stockton, CA 95211

Dear Colleague:

John Andes has referred your letter of Feb. 22 to me, knowing that I served for 17 years as executive director of the W.V.U. Foundation before returning to my teaching chores in journalism, and that since 1975 have been teaching a graduate-level course in Fund-Raising and Foundation Management, as a part of the School of Journalism's graduate curriculum in public relations.


Both the Department of Higher Education (Dr. Andes) and the School of Physical Education and Athletics (Sports Administration) join with journalism in supplying students for this course, which is essentially a segment of what is more often termed academic administration. We also maintain close ties with the University's public administration area.

I attach a copy of the curriculum of this course and hope it will be of help to you.

We also maintain a close tie with C.A.S.E., utilize its resources extensively, and in turn provide it with copies of term papers and theses which students build around this work.

Please let me know if I can provide further information.

Sincerely yours,



Donovan H. Bond
Professor



UNIVERSITY OF THE PACIFIC Stockton, California

95211

ASSISTANT VICE PRESIDENT
FOR DEVELOPMENT

February 22, 1983

SAMPLE LETTER

Dr. Willis Hawley
Dean of Peabody College
Vanderbilt University
Nashville, Tennessee 37240

Dear Dr. Hawley:

I am presently in the process of doing research and writing a doctoral dissertation on the topic, "A Model Graduate Curriculum in Fund Raising Administration for American Higher Education." Part of the research in this study will be a survey instrument to approximately 300 chief advancement officers representing all the U. S. colleges and universities which raise a minimum of \$1 million per year for current use and have enrollments of at least 1,000.

During my correspondence with leaders of CASE, CFAE, NSFRE and the American Association of Fund-Raising Council, I've gathered information on institutions and individuals representing interest and initiative toward providing professional education in institutional advancement. Reference to your leadership and interest in this topic has prompted me to write you for any input you might wish to provide me. Specific courses, or a suggested curriculum that either exists or is a concept resulting from your own thoughts on the subject, would be welcomed and appreciated.

Thank you for giving this your consideration and I look forward to hearing from you. The survey instrument is in the process of being designed so your contribution will assist greatly in completing it in the very near future. I will be pleased to provide you a copy of the results of this study when it is completed, if you wish.

Sincerely yours,

Ernest W. Wood
Assistant Vice President
for Development

P.S. CASE President Jim Fisher informs me that you were to begin a MA in Institutional Advancement this past fall.

APPENDIX E
CASE SURVEY OF ACADEMIC COURSES
IN INSTITUTIONAL ADVANCEMENT



COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION

PRESIDENT

May 18, 1982

Ernest W. Wood
Assistant Vice President for Development
University of the Pacific
Stockton, CA 95211

Dear Ernie:

I am glad to respond to your inquiry about researching the need for the development of a model curriculum in institutional advancement, and I am more than happy to share my information on current such activities in higher education.

The most recent survey of academic degrees and causes in advancement has been done by Cathleen Clinton, a participant in the CASE Certificate Program, and I enclose her findings along these lines. She surveyed a hundred-plus institutions and received responses from about half of them. CASE is now re-surveying those institutions that did not respond, and when we have compiled the results we will be glad to share them with you.

In addition to the programs and courses listed in Clinton's findings, you might also correspond with Willis Hawley, Dean of Peabody College, Vanderbilt University, who plans to offer an M.A. in Institutional Development beginning in September 1982, and with Memphis State University. Some time ago we exchanged letters in regard to proposed M.A. degree programs, and I enclose copies of that correspondence for your information. You also should correspond with Kenneth E. Hanson, Assistant Director of the Alumni Association at Virginia Tech, who is writing a doctoral dissertation assessing institutional advancement programs at public doctorate-granting institutions.

When you get further into your research, please get in touch with John Kuhnle of our staff who directs our professional development programs and keeps track of academic activities in advancement.

Please stay in touch and let me know the progress you make. I enjoyed hearing from you.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Jim', is written over a circular stamp or mark.

James L. Fisher

enclosures

P.S. I enclose a separate letter as you requested.

JLF:mlt



OLD DOMINION UNIVERSITY ALUMNI ASSOCIATION
NORFOLK, VA 23508 (804) 440-3097

October 30, 1981

Dear Colleague:

In an effort to determine what colleges and universities have academic courses in the field of Institutional Advancement, a national survey of selected institutions is being conducted.

As a participant in the Case Certificate Program, I have selected this as my personal project and will tabulate the results for CASE to utilize in the months ahead.

I would appreciate if you, or your designee, will fill out the enclosed questionnaire and return it in the reply envelope before December 1, 1981.

If you know of other institutions who are offering courses in the field of Advancement or have done so in the past, please feel free to add that information in the comment section. Supplementary materials, i.e., syllabi, are welcome as well. I will be happy to send you a copy of the survey results when I have tabulated the response from the polled institutions.

Thanking you in advance for your cooperation, I remain

Sincerely yours,

Cathleen A. Clinton
Alumni Director

CAC/bmh

Enclosures

INSTITUTIONAL ADVANCEMENT CURRICULA
QUESTIONNAIRE

Name _____ Title _____

Institution _____ Phone () _____

Public _____ Private _____ Current Enrollment _____

1. Does your school offer any course or program in the institutional advancement area (alumni relations, fund-raising, government relations, public relations, etc.)?

___ Yes

___ No

___ Not now, but are planning to in the future

___ Not now, but have previously

2. Do you offer a degree in institutional advancement?

___ Yes, on the ___ graduate, ___ undergraduate level

___ No

3. If you do not offer a degree but do offer courses in institutional advancement, are they for ___ graduate, ___ undergraduate, or ___ no credit?

4. Please list the courses you offer. _____

5. What summer courses do you offer? _____

6. Within which department(s) is your program offered?

___ Business ___ Communications ___ Other _____

___ Education ___ Fine Arts _____

7. Who teaches your advancement courses?

___ Faculty members. How many? _____

___ Development officers. How many? _____

8. When was your program established? _____

9. How many students have participated in it? _____

10. How many students are currently enrolled? _____



COUNCIL FOR ADVANCEMENT AND SUPPORT OF EDUCATION
Suite 400, 11 Dupont Circle, Washington, DC 20036
Telephone (202) 328-5972

L. L. JONES, JR.
Coordinator, CASE Institutional
Advancement Program

RE: INSTITUTIONS WITH ADVANCEMENT PROGRAMS

Researched by L. L. Jones, Jr.

April 25, 1983

Dear Mr. Wood:

Enclosed is a copy of the information you requested in a letter to Dr. Fisher. Please view this information along the lines of a third draft with minor modifications and/or new institutions to be included later.

If you have any question regarding this material please call me at 202-328-5972.

Hopefully, in the July/August edition of CASE Currents this data will be a part of the main thrust of our publication.

Sincerely,

L. L. Jones, Jr.

APPENDIX F
TRANSMITTAL LETTER



UNIVERSITY OF THE PACIFIC Stockton, California

95211

ASSISTANT VICE PRESIDENT
FOR DEVELOPMENT

Your leadership of the fund raising programs and staff of your institution places you in a strategic position to effect the future of your college or university. You also possess valuable knowledge and experience as a development professional that is extremely important to the research which I am conducting to create A Model Graduate Curriculum in Fund Raising Administration for American Higher Education.

The 15 minutes it will take you to complete and return this questionnaire will be a valued contribution to our profession and this study. Only institutions raising \$1 million per year in gifts for current use and having enrollments of at least 1,000 have been selected. Out of the 864 four-year colleges and universities in the U.S. listed in the 1980-81 CFAE/CASE report, only 299 meet this criterion. Therefore, your participation is crucial to the successful completion of this project.

Survey respondents will remain anonymous. When you have completed the enclosed survey, simply staple and drop it in the mail. Thank you for your important contribution to this research. I wish you continued success in your development endeavors.

Sincerely,

Ernest W. Wood
Assistant Vice President
for Development

P. S. I know I may have caught you with a number of pressing tasks besides this questionnaire, but it would really help me if you could complete this immediately and drop it in the mail. It would be as meaningful as receiving a quick response from a long term prospect cultivation effort.

APPENDIX G
SURVEY INSTRUMENT/QUESTIONNAIRE

A Survey of Chief Development Officers

The PURPOSE of this study is to create a model graduate curriculum in Fund Raising Administration for American Higher Education. This involves determining the most significant course content to be included in such a curriculum from chief Development officers collectively possessing the experience and body of knowledge necessary to develop this professional course of study.

Although this study to develop a Master's level Model Curriculum focuses on higher education, it is understood that it could serve as an educational program for the Fund Raising profession in other areas of endeavor.

DIRECTIONS: The questions to be completed by the chief Development officer should take about 15 minutes. When completed just fold and staple so that the return address is visible. Please mail by April 15th, if possible.

Thank you very much for your valued contribution!

Ernest W. Wood
Assistant Vice President for Development
University of the Pacific
Stockton, CA 95211

DEFINITION of Chief Development Officer:*

. . . the individual solely responsible for managing programs designed to secure the private gifts of money or other resources for an institution of higher education.

*For the purpose of this study, the survey is to be completed by the person who fits this definition. The terms Development, Fund Raising Administration and Institutional Advancement are considered synonymous for this survey.

CHIEF DEVELOPMENT OFFICER SURVEY

Sex M___ F___ Age___ Years in Development___ Professionals on staff___
 Does your institution offer courses in Institutional Advancement? Yes___ No___
 If yes: Units___ Degree___ School___

EDUCATION

Please complete the following regarding your college education. (Begin with the most RECENT degree.)

	Major Area of Study	Degree Earned and Year
1.	_____	_____
2.	_____	_____
3.	_____	_____

What training/educational programs have best prepared you for your present responsibilities? (circle choices)

	Little or No use		Useful		Very Useful
Formal Education	1	2	3	4	5
Development Seminars (CASE, NSFRE, etc.)	1	2	3	4	5
Self Study/Professional Associations	1	2	3	4	5
On-the job Training	1	2	3	4	5
Related Profession (Business, Education, Non Profit, etc.)	1	2	3	4	5

This study will design a Master's level curriculum. What attained level of academic program seems most appropriate to you for Development/fund raising administration following a Bachelor's degree?

	Little or No use		Useful		Very Useful
Certificate/Credential	1	2	3	4	5
Masters	1	2	3	4	5
Doctorate	1	2	3	4	5

When would be the best time(s) to offer courses for a Master's Degree Program?

	Not Desirable		Some Value		Great Value
Summer Months	1	2	3	4	5
January/Winter Term	1	2	3	4	5
Afternoon/Evening (Semester)	1	2	3	4	5
Intensive Weekends	1	2	3	4	5

In what school would this program best fit?

	Not Desirable		Some Value		Great Value
Liberal Arts (Social Sciences/Communi- cations)	1	2	3	4	5
Education (Administration)	1	2	3	4	5
Business (PR/Marketing)	1	2	3	4	5
Combination of Schools/Departments	1	2	3	4	5
Other _____	1	2	3	4	5

What entrance requirements would you recommend for a Master's Degree Program in Fund Raising Administration?

	Degree of Emphasis/Level of Importance				
	Low		Medium		High
BA	1	2	3	4	5
Aptitude/Skills Testing and Interview Screening	1	2	3	4	5
Development Experience	1	2	3	4	5
Professional Recommendations	1	2	3	4	5
Practical Experience	1	2	3	4	5
Other _____	1	2	3	4	5

What qualifications should be required for faculty teaching in this program?

	Low		Medium		High
Practical Development/PR Experience	1	2	3	4	5
Advanced Degree	1	2	3	4	5
Good Teaching/Lecturing Skills	1	2	3	4	5
Other _____	1	2	3	4	5

If a Field Experience (practicum/internship), rather than a thesis, was determined to be an essential requirement for awarding a degree in Institutional Advancement, rate what should be included.

	Low		Medium		High
A cooperative education-type program during the course of study	1	2	3	4	5
A minimum one year of satisfactory Field Experience prior to awarding the degree	1	2	3	4	5
A general overview-type Field Experience in Development	1	2	3	4	5
An intensive concentration in one area (i.e., Annual Fund) with a general over- view of other areas	1	2	3	4	5
A combination of two or more of the above	1	2	3	4	5

Do you agree that prior to awarding a Master's Degree in Fund Raising Administration that a strong Field Experience with written reports/case studies would be more helpful than writing a traditional Thesis? Yes _____ No _____

If no, Comment: _____

Other suggestions: _____

RECOMMENDED CURRICULUM TOPICS FOR A MASTER OF ARTS DEGREE IN FUND RAISING ADMINISTRATION

The following underlined headings represent possible areas of study or even potential course titles in a model graduate curriculum. Under each heading please rate the degree of emphasis or level of importance for each one of the topics listed.

	Emphasis or Importance				
	Low	Medium		High	
<u>Beginners Survey and Introduction to U.S. Philanthropy and the Fund Raising Profession</u>					
Historical Perspective of Development and National Wealth	1	2	3	4	5
Gifts and Taxes in the U.S.	1	2	3	4	5
Types of Gifts and Programs (Annual, Capital, Deferred, etc.)	1	2	3	4	5
Development as Part of the Institution's Organization	1	2	3	4	5
Professional Ethics, Integrity, Responsibilities, and Relationships	1	2	3	4	5
Constituencies and Volunteers	1	2	3	4	5
Principles, Practices and Techniques of Successful Fund Raising	1	2	3	4	5
Gift Records and Reports	1	2	3	4	5
Public Relations and Donor Relations	1	2	3	4	5
Development Terms	1	2	3	4	5
Other _____	1	2	3	4	5
<u>Administration of Higher Education: Role and Mission of Development</u>					
Role and Mission of Development Within the Institutional Structure	1	2	3	4	5
Institutional Leadership Roles and Development: Trustees, President, Chief Development Officer, Business Officer, Faculty, Volunteers and Professional Counsel	1	2	3	4	5
Non-Profit Organizations in American Society	1	2	3	4	5
History and Philosophy of American Higher Education	1	2	3	4	5
Financing and Support of American Higher Education	1	2	3	4	5
Administrative Theory and Leadership Styles	1	2	3	4	5
Other _____	1	2	3	4	5

Emphasis or Importance**Low Medium High****Prerequisites for Successful Development Programs**

Leadership Involvement of Trustees and President	1	2	3	4	5
Institutional Commitment to Institutional Advancement (Comprehensive Development Program, Realistic Goals, Adequate Resources and Personnel)	1	2	3	4	5
Sense of Institutional Mission and Direction (The Case Statement and Confidence to Achieve It)	1	2	3	4	5
Institutional Image (Alumni, Leadership, Academic Reputation, Endowment)	1	2	3	4	5
Other _____	1	2	3	4	5

Annual Giving and Associates Programs

Building Basic Constituency Support: Alumni, Parents, Friends, Students, Local Community, Corporations/Firms, Foundations, Government, Churches and Other	1	2	3	4	5
Alumni Class Agent Programs	1	2	3	4	5
Phone Campaigns	1	2	3	4	5
Challenge Grants	1	2	3	4	5
Corporate Matching Gifts	1	2	3	4	5
Memorial Gifts	1	2	3	4	5
Gift Clubs	1	2	3	4	5
Associates Groups	1	2	3	4	5
Direct Mail: Designing Package, Persuasive Copy, Evaluation	1	2	3	4	5
Other _____	1	2	3	4	5

Capital Campaigns and Major Gifts

Campaign Principles and Techniques: Market Evaluation, Institutional Readiness, The Case Statement, Solicitation, Naming Opportunities and Recognition	1	2	3	4	5
Research and Cultivation of Prospective Donors	1	2	3	4	5
Organizing and Motivating Volunteers	1	2	3	4	5
Strategies for Soliciting Major Gifts	1	2	3	4	5
Other _____	1	2	3	4	5

Planned/Deferred Gift Programs

Estate Planning and Taxes	1	2	3	4	5
Wills and Revocable Trusts	1	2	3	4	5
Irrevocable Gift Instruments: Annuity Trusts, Gift Annuities, Pooled Income Funds, Unitrusts, Life Estates, Bargain Sale, Insurance and Charitable Lead Trusts	1	2	3	4	5

Emphasis or Importance
Low Medium High

Records and Computerization: Gifts/Word Processing

Computer Based Information Systems	1	2	3	4	5
Gift Processing, Receipting and Appreciation Response	1	2	3	4	5
Gift Records, Reporting and Analysis	1	2	3	4	5
Constituency Lists: Alumni, Parents, Friends, etc.	1	2	3	4	5
Word Processing/Automation	1	2	3	4	5
Prospect and Donor Files	1	2	3	4	5
Pledge Detail	1	2	3	4	5
Data Analysis/Program Evaluation	1	2	3	4	5
Other _____	1	2	3	4	5

Professional Competencies: Communications, Interpersonal, Technical and Organizational

Verbal Communication Skills: Language, Interpersonal, and Public Speaking	1	2	3	4	5
Writing Skills: Clear and Effective Writing for Results	1	2	3	4	5
Professional Ethics, Integrity, and Moral Responsibility	1	2	3	4	5
Professional Growth: Continuing Education, Affiliations, Professional Standards and Writing Resumes	1	2	3	4	5
Other _____	1	2	3	4	5

Marketing and Fund Raising Programs

Marketing Definition, Theory, Application and Research Techniques	1	2	3	4	5
Marketing Systems and Principles in Fund Raising Programs	1	2	3	4	5
Psychology and Fund Raising Administration: Motivation, Group Dynamics and Giving	1	2	3	4	5
Demographics, Sociology and Cultural Influences	1	2	3	4	5
Other _____	1	2	3	4	5

Public Relations, Publications, Promotion and Information

The Institutional Image and Characteristics	1	2	3	4	5
Producing Effective Literature: Art, Copy and Layout Design--The House Organ, Logo, and Institutional Style	1	2	3	4	5
Multi-Media, Photography and Visual Communications	1	2	3	4	5
News Bureau and Media Relations	1	2	3	4	5
Other _____	1	2	3	4	5

Emphasis or Importance
Low Medium High

Budget, Financial Investments and Business Administration

The Budget and Resource Management Systems	1	2	3	4	5
Finance and Investments: Stocks, Bonds, Banking, Business Enterprises and Endowment	1	2	3	4	5
The Role of the Business Office and Development	1	2	3	4	5
Other _____	1	2	3	4	5

Issues and Trends in Institutional Advancement

Philanthropic Trends: Foundation, Corporate and Individual Giving	1	2	3	4	5
Trends in the Human and Behavioral Aspects of Philanthropy	1	2	3	4	5
Government, Political, Cultural Issues Affecting Fund Raising	1	2	3	4	5
Competition for the Gift Dollar	1	2	3	4	5
New Markets, Techniques and Programs	1	2	3	4	5
Development and Its Future Role in Higher Education	1	2	3	4	5
Fund Raising Programs for Hospitals, Cultural Activities, Social Agencies, etc.	1	2	3	4	5
Other _____	1	2	3	4	5

Comments: _____

Optional:

 Institution

 Name (Please Print)

FOLD

Ernest W. Wood
ASSISTANT VICE PRESIDENT FOR DEVELOPMENT
UNIVERSITY OF THE PACIFIC
STOCKTON, CA 95211

APPENDIX H

SELECTED PARTICIPANT COMMENTS ON
CURRICULUM TOPICS IN QUESTIONNAIRE

Selected Participant Comments on Curriculum Topics
in Questionnaire

How I wish a degree program encompassing these areas of study had been available ten years ago.

I think your course will do a good job of producing much better professionals than I have generally seen in my career. Best wishes for success in your venture.

Obviously one cannot be an expert in all fields. The issues you define are excellent. Many individuals may prefer the theoretical but I emphasize the practical end results.

Something sorely needed. Excellent survey. Good Luck!

An exciting concept - This is a good survey - best of luck.

All of the curriculum topics seem appropriate. The degree of emphasis on internship and practicums should be encouraged.

There is absolutely no question our profession needs better qualified individuals. Your curriculum design for a Master's degree is really "on target."

I am very pleased to see you go in this direction. Best wishes and keep us posted. This can meet a real need.

You've clearly touched all the right bases. I'd propose that you offer the program in major urban area (S.F., L.A., Chicago, Denver, etc.). Best wishes in your efforts.

Certainly a number of programs of this kind across the country are sorely needed. The biggest hurdle is the right time frame. Such programs would be of less benefit to inexperienced people, however, there is always the problem of fitting this in after 3-4 years in the field. I would love to teach such a program.

Appears to be an excellent curriculum; thorough with specifics and sprinkled appropriately with philosophy. Heavy emphasis on marketing is a must.

I believe the course and topics you've listed are excellent and on target. I'd love to teach one of these courses and in fact am drafting one for USC's graduate program in higher education now.

APPENDIX I

SELECTED PARTICIPANT COMMENTS ON
VALUE, TYPES AND EMPHASIS ON CURRICULUM

Selected Participant Comments on Value, Types and
Emphasis on Curriculum

Good luck on this! It is helpful to have more formal educational opportunities like Vanderbilt's program for fundraisers.

Congratulations! - - too few colleges and universities offer graduate level education for our profession. Do not dilute your curriculum with all the "How-to-do-it" solutions. Rather, focus on the principles, the theory, the elements of a development program in colleges/universities.

You have overlooked personnel management, internal relations, office discipline, motivation, etc. - the guts of making an organization a cut above the pack.

What is important and what you can teach may be two totally different things; to me the value of an applicant who has a master's in fund raising would not be the presumed knowledge acquired, but the motivation in wanting to pursue it.

There is a "revolution" going on in Fundraising; techniques, vocabulary, philosophy. Backgrounds in education, liberal arts and other fields will be disadvantaged to some extent in the 1980's. Good Luck!

Concentrate on concepts not "how-to." Emphasize professional competencies which will be important regardless of where a person works.

Many courses are too "ivory tower." Development is practical, routine, and has lots of drudgerys. Needs more concentration on practical, "hands-on" experience. Theory is no good.

In my view, there is too much "on-the-job" training in approach here. So many of these techniques and devices are not higher education at all and cannot be taught in the traditional academic sense. They are skills and this is training, not graduate work.

Topics listed in the area (1) Annual Giving and Associates Programs and (2) Records and Computerization could easily be combined.

A graduate program should provide a clear understanding of technical aspects of fundraising with an appreciation of larger issues. Practical experience would be valuable but not essential as a part of the curriculum.

A degree such as that suggested here must not be administered by a College/School of Education. Rather, it should be rigorous, field-based, and taught by professional practitioners of the Development arts. To be effective it should include participating Schools of Business Administration, management and finance in addition to behaviorally oriented academics - and it must include internship!!