The Influence of Philanthropy and Administrative Decision-making Models on a
Liberal Arts College's Strategic Planning Process: A Case Study

By Wayne P. Webster

B.A. in Political Science and Public Administration, May 2000, Doane College
M.A.M. in Management, May 2004, Doane College

A Dissertation Submitted to

The Faculty of
The Graduate School of Education and Human Development
of The George Washington University in partial fulfillment
of the requirements for the degree of Doctor of Education

January 31, 2014

Dissertation directed by

Rick C. Jakeman
Assistant Professor of Higher Education Administration

The Graduate School of Education and Human Development of The George Washington University certifies that Wayne P. Webster has passed the Final Examination for the degree of Doctor of Education as of October 25, 2013. This is the final and approved form of the dissertation.

The Influence of Philanthropy and Administrative Decision-making Models on a
Liberal Arts College's Strategic Planning Process: A Case Study

Wayne Perry Webster

Dissertation Research Committee

Rick C. Jakeman, Assistant Professor of Higher Education Administration, Dissertation Director

Susan Swayze, Assistant Professor of Educational Research, Committee Member

Jason E. Johnson, Former Assistant Professor of Higher Education Administration, Committee Member

Dedication

This dissertation represents the culmination of a journey that began in August 2008. It has been a process of self-discovery and self-improvement that has given me a broader perspective regarding the issues facing today's liberal arts and science institutions. This study has reminded me about the important role these uniquely American institutions play in the greater landscape of higher education. The personalized education provided at a liberal arts and science college prepares its graduates to not only succeed in the job market, but to be leaders and critical thinkers in all aspects. Offering this type of experience requires faculty, administrators, staff, board members, alumni, parents, and friends to give of their time and resources above and beyond what would normally be expected in a typical work environment. This study is dedicated to those individuals who go above and beyond, day in and day out, to bring the unique experiences found at a liberal arts and science college to life.

This study is also dedicated to my wife Sally, daughter Stella, and my loyal and furry research assistant Baxter. Your love, patience, and encouragement kept me focused on staying on task and making this study a reality. I look forward to many free hours spent with you all and repaying you for granting me the time and ability to make this dream a reality. I also want to thank my parents, Steve and Debbie Webster, for instilling in me the importance of challenging myself and never giving up. As educators, they engrained in me the importance of learning. I also dedicate this study to the Bazata family who allowed me to spend time during many holidays and vacations focusing on this important task. I thank and love you all for your incredible support.

Abstract of Dissertation

The Influence of Philanthropy and Administrative Decision-making Models on a
Liberal Arts College's Strategic Planning Process: A Case Study

Private liberal arts colleges are uniquely American institutions whose very

existence is due to the philanthropic generosity of individuals and organizations (Thelin,

2004). They receive little direct government support and rely on tuition revenues,

endowment earnings, and philanthropy to balance their budgets, making them susceptible

to shifts in the economy (Balderston, 1995). How these institutions plan for the future

and how philanthropy factors into these plans was an important question to examine

(Connell, 2006). This study addressed deficiencies in the literature by providing an in-

depth view of how the constituencies of a singular four-year, private liberal arts college

believed that philanthropy affected a strategic planning process and how administrative

decision-making models were used during this process.

The following research questions were addressed: a.) How did philanthropy affect

planning for capital projects within a strategic plan? b.) How did philanthropy affect the

focus of current and future academic offerings of an institution? c.) How did

philanthropic considerations affect the organizational structure which supports the

fulfillment of the strategic plan? A total of 23 key informants were interview for this

study and 58 pages of materials were reviewed. Using case study methodology provided

practitioners and scholars with a deeper understanding of how philanthropy and strategic

planning have a mutual influence upon one another. Also, exploring how decision-

making models were utilized in this process provided an important insight into the

practice of shared governance and decision-making at a liberal arts college.

It was evident during the case study of Selective College that philanthropy did play a role in facility planning, and the implementation of new value-added academic and co-curricular programs. The core mission, values, and academic focus of Selective College were not altered due to the influence of philanthropy during the strategic planning exercise. In addition, new administrative positions were created to increase philanthropic revenue. There was also a focus on increasing revenue through tuition and fees leading to investments in admissions and marketing efforts. A new form of institutional decision-making emerged during this study which allowed for feedback, but resulted in institutional leadership making final decisions with a focus on increasing revenues.

Table of Contents

List of Tables

Chapter I

The 2010 Voluntary Support of Education survey found that in 2009, $27.85

billion was given to higher education institutions in the United States by individuals,

foundations, corporations, organizations, and religious entities. This occurred in spite of

the belief that 2009 was the low point of the worst economic period in decades. Of that

amount, $7.13 billion (26%) was donated by alumni and an additional $5 billion (18%)

came from non-alumni individuals. As a result, individuals accounted for nearly 44% of

giving to American higher education. The remaining 56% of the support came from

foundations, corporations, organizations, and religious entities. Given an ongoing

commitment by individuals to provide philanthropic support to higher education despite

the recent economic downturn, and the expected transfer of wealth from the WWII

generation to their heirs, it is important for colleges and universities to further develop

fundraising strategies for alumni and friends.   Further, individuals as well as foundations,

corporations, and other granting agencies, are growing increasingly interested in knowing

the colleges' and universities' long-term goals and how their philanthropic support can

influence that vision.

The practice of periodically checking the pulse of an institution and crafting plans

for the future through a strategic planning process has become common place in higher

education over the past few decades. This is likely the result of an increase in pressure

from governing boards to have colleges and universities run more like a for-profit

business where there are expected outcomes for key investments and an expected return

on an investment (Shaw & Shaw, 2008). As this practice becomes increasingly common,

colleges and universities will need to remember that their core mission is to provide a

quality education (Kaufman, 2008). While increases in enrollment, plans for new construction of key facilities, and an increase in the number of faculty who publish research may be a sign of a flourishing academic institution, a critical part of any liberal arts college's strategic plan should be to evaluate and ensure its positive impact on humanity (Kaufman, 2008). Liberal arts colleges are not cost-efficient to operate from a business sense, but the impact they have on their students through personalized educational experiences is invaluable.

The landscape for higher education, liberal arts colleges in particular, has changed dramatically over the past few decades. The last few years, starting with the economic recession in 2008, have been particularly difficult. Many colleges are facing the possibility of needing to freeze, or reduce, tuition prices in response to concerns about flat-lined or reduced family incomes (Corkery, 2013). There are also concerns about getting a job post-graduation and the return on investment of a college education, in addition to the fact that demographics are showing there are fewer graduating high school seniors to attract (Corkery, 2013). According to the College Board, the average cost of attending a private institution, before aid is applied, is over $43,000 (Kiley, 2012). The combination of having less students available to recruit, let alone those who are willing to look past the sticker price of a private liberal arts education, is resulting in many small liberal arts colleges facing reduced tuition revenues and feeling as though they are on the brink of closure (Kiley, 2012).

Once students enroll, keeping them enrolled and paying the cost of their education is another area of focus for all institutions, particularly those who do not have a large margin of error financially. It is universally accepted that it takes less effort and finances

to retain a student, once enrolled, than it does to recruit them (Webster & Showers, 2011). Factors that significantly impact a student's ability to stay enrolled at a particular institution include their ability to afford tuition and understand that return on the investment, as well receiving personalized attention from faculty and staff (Webster & Showers, 2011). In light of the recent recession, helping prospective and current students with the aid necessary to attract and retain them, as well as provide the high-touch experience they crave, requires a significant investment of financial and human resources.

In addition to being impacted by the recession through tuition revenues, liberal arts college's endowments have recently experienced decreases amidst an uncertain economic environment. According to the annual National Association of College and University Business Officers (NACUBO) Endowment Study, the average college endowment declined 30% in fiscal year 2008. Over the first five months of fiscal year 2009, returns fell an additional 23% (National Association of College and University Business Officers, 2009). Economic struggles are not new to liberal arts colleges and philanthropy has always played a role in their eventual survival in times when enrollments and endowments were uncertain.

Providing additional research and literature on this timely topic gives current and future private liberal arts college presidents, and their boards, a frame of reference by which to compare and guide their actions relating to these issues while completing long-range strategic planning at their institutions. Having little literature available that directly describes how philanthropy influences planning at these institutions and how those decisions are made added additional urgency and importance to the study and analysis of

how leadership of a private liberal arts college believes philanthropy influences, and is included in, the priorities of their institution's strategic plans. Out of this study, recommendations are made in regards to the role philanthropy plays in institutional planning for the future and how a decision-making model influenced the process at one particular institution.

Historic Role of Philanthropy and Fundraising in U.S. Higher Education

Perhaps no philanthropist before or since has demonstrated as strong of a commitment to higher education as that shown through the generosity of John D. Rockefeller. In particular, Rockefeller was committed to expanding secondary and higher educational opportunities to African Americans. This was demonstrated by his gifts of $320 million to causes that promoted this endeavor, including millions to Spelman College, a historically Black institution. Spelman, named for the wife of Rockefeller, was created specifically to educate former slave women. The Rockefeller family also gave millions to other institutions across the country, including $84 million to the University of Chicago. A gift of this size put Rockefeller in a position where many view him as the founder of that institution (Rose & Stapleton, 1992).

While Rockefeller is perhaps the most noteworthy individual philanthropist to have shown a commitment to assisting higher education, the tradition of private gifts to establish and advance colleges and universities extends back to the founding of Harvard College in 1636. In the colonial era, philanthropic support towards higher education and towards the church, regardless of denomination, was not mutually exclusive. Many of the early colonial colleges such as Harvard, Dartmouth, and William & Mary were supported by philanthropists in England to carry out their primary mission to groom

4

missionaries to help with the expansion of Christianity in the new world and to the Native Americans (Thelin, 2004; Reyhner & Eder, 1989).

Philanthropic support towards higher education gradually drifted away from being solely tied to religion. Simultaneously, college and university governing boards eventually migrated from being comprised of strictly clergy to including successful businessmen and entrepreneurs. Institutions such as Rutgers, Bowdoin, and Denison became namesakes for generous philanthropists who had supported those institutions (Rudolph, 1962/1990). In addition, institutions dedicated to the education of women, such as Smith College and Spelman, were created due to the gifts and passion of wealthy leaders of industry who believed in the value that these types of institutions would have upon society (Thelin, 2004). Philanthropy, however, was not restricted only to the ultra-wealthy. Much like today, many alumni and friends of higher education provided gifts of all types and size in order to support the mission of these institutions. Many colleges and universities were the beneficiaries of sewing circles, subscription drives, and the work done by field agents of the college scraping up any resources available from anyone willing to support their institution (Rudolph, 1962/1990).

Through both the Morrill Land Grant Acts of the late 1800s and the GI Bill following World War II, higher education became more accessible to a greater number of Americans through its geographic expansion and government financial support to offset the cost of a college degree (Rudolph, 1962/1990; Thelin, 2004). Nevertheless, both private and public institutions continue to depend upon philanthropic support from industry and private individuals to meet immediate financial needs, to keep the cost of education affordable and accessible for all, and to fund new initiatives that will make

their institutions unique and distinctive (Balderston, 1995). As a result, college presidents and governing boards continue to focus on the importance of maximizing philanthropic support for their institutions today as much as they did during the founding of higher educational institutions in America during the colonial period.

Statement of the Problem

Liberal arts colleges, are, in many ways, uniquely American institutions (Thelin, 2004). Their very existence is due to the philanthropic generosity of wealthy individuals and/or religious or philosophical movements (Thelin, 2004). Due to their reliance upon private support and tuition revenues, liberal arts institutions are particularly susceptible to the ebbs and flows of the economy (Connell, 2006). While the outcomes of a well-rounded liberal arts education have been demonstrated, the economics of operating an intimate learning environment with small student to faculty ratios and amenities that exceed the imagination is difficult. Liberal arts institutions are not cost-effective from a business point of view (Stimpert, 2004). Given the recent constraints on tuition revenues and reduced draws from endowments, it is likely that private liberal arts colleges will turn to philanthropy to not only maintain the status quo, but to get to the proverbial next level.

The vast majority of studies related to philanthropy directed towards higher education highlight the characteristics and demographics of donors and the relationship between various kinds of support and the defining institutional aspects of colleges, including endowment, enrollment, type of school, and research grants (Harrison, Mitchell, & Peterson, 1995). Most of the literature cited in other studies regarding the impact of philanthropy on higher education discusses general findings on all charitable giving that is peripherally related to the study of this topic (Wong, Bodnovich, & Lai,

2000). These studies tend to focus on the start-up of philanthropic efforts by non-profits

and the implementation of support systems for fundraising (Wong et al., 2000).

There is also an increase in research focused on the importance of fundraising for

colleges and universities. Private and public institutions alike continue to depend upon

philanthropic support from industry and private individuals to meet immediate financial

needs, to keep the cost of education affordable and accessible for all, and to fund new

initiatives that will make their institution unique and distinctive (Balderston, 1995). As a

result, college presidents and governing boards continue to focus on the importance of

maximizing philanthropic support for their institutions today as much as they did during

the founding of higher educational institutions in America during the colonial period.

Presidents have had to focus more of their time on dealing with matters surrounding the

financial and fundraising affairs of the college, so much that being proficient in these

areas has become a prerequisite for the presidency of many institutions (Cook, 1997).

Primarily, presidents have become important figures in the successful formation and

completion of fundraising campaigns at their institutions (Cook, 1997).

Strategic planning is a recently adopted practice for colleges and universities but

has become more common place in higher education over the past few decades. While

college administration is best equipped to oversee day to day operations of the institution,

recent fluctuations in the economy and enrollments since the 1970s have forced these

institutions to undertake introspective and analytical long-range planning (Kotler &

Murphy, 1981). Bolman and Deal (2008) describe strategic planning as being an

essential, yet mostly symbolic and ceremonial function at a college or university. A

college or university can have a difficult time identifying the outcomes of their efforts,

thus a planning process helps to demonstrate to its various constituencies an ongoing effort to self-analyze and to make plans for future improvements.

What was not clear in the literature was how philanthropy was taken into consideration when long-range strategic plans were being created at institutions of higher education, specifically at private liberal arts colleges. Little research existed concerning how, or if, philanthropic gifts affected administrative policies and the direction of an institution during the planning process. In particular, there is little research regarding the impact of philanthropy upon decisions regard facilities, personnel, or academic programming. In addition, little research has examined what administrative decision-making models might be most apt to be implemented during this process. This study addresses these deficiencies by providing a modern view of how the faculty, staff, alumni, and leadership of a four-year, private liberal arts colleges in the United States believes philanthropy affected strategic planning and policy-making at their institution and which decision-making model was used during this planning process.

Purpose and Research Questions

Strategic plans impact various important facets of an institution such as its mission, values, academic and co-curricular programming, and its allocation of human and capital resources. Having a deeper understanding of how philanthropy influenced a strategic planning process, as well as what decision-making model was most likely to be used during this process and why, is valuable to the field. It provides a clearer understanding of how philanthropy, strategic planning, and decision-making models intersect. As colleges struggle to keep the cost of education accessible while simultaneously maintaining quality academic, co-curricular, and infrastructural offerings,

they will need to depend less on tuition and fees and more on philanthropic gifts to most effectively execute their mission at a competitive price.

The purpose of this study was to address deficiencies in the literature by providing an in-depth view of how the constituencies of a four-year, private liberal arts college in the United States believed philanthropy affected a recently completed strategic planning process and how various decision-making models were used during this planning process. In particular, it is valuable to determine if decision-making models have changed in recent years in reaction to the economic recession. This study, conducted at a singular private liberal arts college, answers the following research questions: a.) How did philanthropy affect planning for capital projects within a strategic plan? b.) How did philanthropy affect the focus of current and future academic offerings (changes in majors/minors, the addition or subtraction of departments, and creation of new faculty positions) of an institution? c.) How did philanthropic considerations affect the organizational structure which supports the fulfillment of the strategic plan? Analyzing the topic of how philanthropy and strategic planning have a mutual impact upon one another from multiple points of inquiry provided a deeper understanding of the planning process and what decision-making model was most likely to be utilized in this process. The findings of this study provide higher education leaders and practitioners with insight regarding the role philanthropy played in a strategic planning process at a singular liberal arts institution and how various decision-making models influence that process.

Analytical Framework

There are numerous decision-making models utilized in higher education settings. Due to the unique culture of private liberal arts college, select subsets of decision-making models are most likely to influence decisions regarding the role of philanthropy when crafting institutional strategic planning processes. While it is possible that new decision-making models can emerge, there were three administrative decision-making models that were most appropriate to be analyzed during this study. These key models include: political, bureaucratic, and collegial models. This study analyzed which administrative decision-making model was utilized during a recently conducted strategic planning process and how the use of that model influenced the decision-making process.

The collegial model calls for "decision-making by consensus" (Baldridge, Curtis, Ecker, & Riley, 1977, p. 134) and allows for the full participation of the institution's constituencies. By eliminating the hierarchical structure of decision-making, this model allows for an open discussion in theory by allowing equal standing for all. Because this is decision-making by consensus, time must be allowed for thoroughness and deliberation and for all constituencies to have their opportunity for input (Birnbaum, 1988). By allowing faculty, staff, students, alumni, parents, and other constituencies to be a part of the discussion surrounding the institution's decision-making process, they will feel like they are a part of the process. This will, in turn, earn their buy-in and support for whatever decisions the institution has to make, both popular and unpopular, regarding various priorities (Davis, 1968).

The political model is often utilized during employment contracts through collective bargaining and in interactions with external constituencies such as donors,

10

community leaders of the town or city the college is located within, or with legislators (Tierney, 2008). According to Bess and Dee (2008) a culture where the political model is utilized is "identified through its reliance on negotiation and bargaining among interest groups and coalitions within the organization" (p.377). Further, a quid pro quo is established wherein support for a particular need or initiative is rewarded by the promise of future support for another need or initiative (Bess & Dee, 2008). The political model is also identified as having a decentralized form of governance where the power shifts from group to group and the dissemination of information can be ambiguous (Bess & Dee, 2008).

The bureaucratic model was first described by theorist Max Weber (1864-1920) and it "assumes that decisions and planning take place by way of a coordinated division of labor, a standardization of rules and regulations, and a hierarchical chain of command" (Tierney, 2008, p. 151). In a bureaucratic culture, rules such as specified roles and reinforcing reporting relationships are followed in order to ensure efficient performance (Bess & Dee, 2008). Information is also disseminated extensively and in a top-down fashion. Attempts are also made to reduce uncertainty and ambiguity for the college or university by valuing and embracing rationality in the decision-making process (Bess & Dee, 2008). According to Bess and Dee (2008), in a bureaucratic organization there is little deviance from "organizational mandates" (p.547) and the decision-making power is centralized.

The landscape of higher education has dramatically changed following the aftermath of the recent economic depression in terms of finances and enrollment management; therefore perhaps a new set of decision-making models would be more

11

appropriate. In reality, it is possible that no model will fully encompass the decision-making process of any institution as these decisions are complex and have various factors impacting the process at any time. However, the researcher believed that the collegial, political, and bureaucratic models represented the best range of decision-making models for liberal arts colleges.

Statement of Potential Significance

Little research exists concerning how, or if, philanthropic gifts affected administrative decision and policies, as well as the direction of an institution during the planning process. In addition, little research has examined this issue from the perspective of the liberal arts college leadership. This study addresses these deficiencies by providing a modern view of how leaders of a four-year, private liberal arts college in the United States believed philanthropy affected strategic planning and administrative decision-making at their institution. It also provides insight regarding the role philanthropy played in a strategic planning process. Providing additional research and literature on this timely topic adds to the current literature on these topics and helps in the effort to give current and future private liberal arts college presidents, and their boards, a frame of reference by which to compare and guide their actions relating to these issues while completing long-range strategic planning at their institutions.

Further, which decision-making model (collegial, political, or bureaucratic) is most likely to be used during a strategic planning process was analyzed. Given the culture of liberal arts institutions, which have promoted a strong sense of community and shared governance, it is likely that a collegial decision-making model would be the default mindset and practice. The use of a political model is unlikely in a liberal arts

12

setting where there does not tend to be a need to jockey or make deals for resources in competition with others as the culture traditionally encourages equal treatment for all. It is also likely that given the culture of shared governance at liberal arts colleges that the bureaucratic model would not likely be utilized.

There were numerous expected outcomes of this study. It was the researcher's belief that while philanthropic considerations do not solely drive decisions regarding facility planning or decisions related to an institution's mission and vision, philanthropy has an impact. It was also believed that donor involvement undoubtedly played a role in determining the size of a new construction project and perhaps even the design. Similarly, donor involvement might result in one academic discipline receiving additional support of various kinds over other deserving and needy departments.

Summary of Methodology

This research is a case study of one private liberal arts college that had recently conducted a strategic planning process. There were multiple sources of data for this study including interviews with 23 key informants and an analysis of 58 pages of documents related to the strategic planning process. This research was conducted during a single site visit to campus during the time period of April 23-26, 2012. The timing for the site visit coincided with the ability of the researcher to secure interviews with key participants of the study, as well as providing the researcher the ability to conduct the study on the heels of the formal approval of the strategic plan by the Selective College Board of Trustees. Two phone interviews were conducted in June 2012 with members of the governing board of the institution. Purposeful sampling was used because it allowed the researcher to intentionally select a population that possessed the attributes related to

the research purpose (Patton, 2002). The study included interviews with various key informants which included members of the campus community who were directly involved with the strategic planning process, as well as those who were not directly involved.

Criteria for inclusion as a key informant was defined as a member of the campus community (faculty, staff, students, as well as alumni or governing board members) who were involved with the strategic planning process which occurred during the 2010-11 and 2011-12 academic years. The president of the institution was included in this process. A set of 17 standard questions was created and utilized for this research. While the same general questions were asked of each interviewee, follow-up questions for the participants were influenced by the role each participant played in the planning process.

This study also paid attention to carefully reviewing records and notes from this process. The researcher collected 58 pages of information related to the planning process which included: related press releases and news articles, alumni magazine stories, student newspaper articles, and draft fundraising campaign material related to the planning process. The review of these materials further informed the researcher regarding how the planning process was facilitated, what decision-making model was used to carry out this process, and the resulting reactions of internal and external constituencies to this process.

The data was organized and prepared by analysis which subsequently led to a reading of the data by the researcher. Once the data was organized and read, a coding process was utilized to begin detailed analysis. An open coding process was used to identify descriptions of the setting, people, and themes for analysis. In open coding, significant codes were pursued as they emerge and each interview transcript was

examined in detail and the data was then grouped according to identifiable themes

(Strauss & Corbin, 1990). Merriam (2009) describes codes as "categories or themes that

capture some recurring pattern that cuts across your data" (p.181). Creswell (2007) states

that process of open coding "involves taking data (e.g. interview transcriptions) and

segmenting them into categories of information" (p.240). Finally, the coded data was

interpreted and the findings were subsequently presented in a visual format by the

researcher to create an "in-depth picture of the case (or cases) using narrative, tables, and

figures" (p.157). The information was synthesized using thematic analysis, which

attempted to reveal significant consistencies and meanings in data by identifying and

analyzing themes, which are large categories of meaningful data (Yin, 2009).

Delimitations

This case study focused upon one private liberal arts college that recently

conducted and concluded a strategic planning process. A single site study is appropriate

for this study as communication patterns and cultures are likely to differ from one

institution to the next. In order to protect the identity of the institution, and the members

of its community who will be participants in this study, the college has been given the

pseudo name of Selective College. Liberal arts colleges are residential campuses that

provide their students with opportunities for personal involvement with faculty, the

opportunity for heightened intercultural awareness through travel and guest speakers, and

small student to faculty ratios (Birnbaum, 1991). These personalized experiences come

with high price tags for prospective students and their families. Liberal arts colleges are

vulnerable to having their ability to provide a high-quality personalized educational

experience hindered depending on their ability to raise revenues through tuition and fees,

philanthropic support, and endowment earnings (Birnbaum, 1991). As a result, using a liberal arts college for this research provided an ideal case study site to explore how philanthropy and strategic planning influenced one another and which decision-making model was most likely to be used during that process.

Selective College has the unique distinction of having served as a coeducational institution from its inception. Today, the college boasts an enrollment between 1,000 and 1,500 students with 93% living on campus. Selective also provides an intimate learning experience with the student to faculty ratio of 14:1. During fiscal year 2012 Selective College, had expenses totaling nearly $50 million and a revenue stream of nearly $57 million, according to its 990 IRS form. Selective College is an ideal site for this research due to their recent completion of a strategic planning process, their dependency upon tuition, fees, and philanthropic gifts to meet their budget, and their core mission of providing an accessible, affordable, and quality education.

There were 23 key informants for this study which, in addition to the review and analysis of 58 pages of data, provided the data for this study through interviews. The list of informants was provided by the President of Selective College in consultation with the Vice President for Advancement and others. Each key informant was also asked to nominate colleagues whom they felt could provide additional insight towards the study but all of those suggested had already been included on the original invite list, thus no new leads for additional key informants were generated.

<div align="center">

Assumptions

</div>

There were several assumptions made regarding this course of study and its accuracy. The primary assumption was that an in-depth case study of one institution is a

more effective way to gather information on this topic than a survey sent to multiple institutions, given the sensitive nature of this study. Colleges are very proprietary regarding their short- and long-term goals and strategies to raise the philanthropic resources to make these visions a reality. As a result, few institutions would provide such unfiltered access. The results of this study only described a singular private liberal arts college and their strategic planning processes. The institution was given the pseudo name of Selective College in order to protect the institution and the key informants at that college.

It was assumed that the participants were truthful and candid in their response to the interview questions. Identifying respondents by the use of pseudo names, provided them with anonymity and allowed them to participate uninhibited. There was also an assumption that the participants were able to fully and accurately remember and recount the details of their recently completed strategic planning process. Using an institution that had completed their planning process within the past six months helped to ensure the accuracy and timeliness of the information provided. As this was a retrospective study and the researcher was not present while the actual planning process was underway, it was assumed the presence of the researcher did not impact the course of the planning process.

Limitations

A primary limitation of this case study was whether or not the data collected from this study and the subsequent findings and recommendations can be generalized to the hundreds of other private liberal arts colleges across the country. It is unlikely that the results of the study will apply directly to similar or other types of institutions. Another

limitation of the study was whether or not participants were completely truthful in their responses out of potential concerns regarding the public relations impact if the strategic planning process at their institution was carried out in a manner inconsistent with higher education norms. An additional limitation was the fact that quality of the data was limited by the quality of information provided by the interviewees. Each participant had his/her own perceptions which influenced his/her responses to the interview questions. Steps were taken by the researcher to offset the impact of the limitations described on the quality of this study.

Definition of Key Terms

The following terms were used throughout this study:

Administrators: Individuals who have some influence over institutional policy and how support of the institution is utilized and distributed.

Bureaucratic Model: "Assumes that decisions and planning take place by way of a coordinated division of labor, a standardization of rules and regulations, and a hierarchical chain of command (Tierney, 2008, p. 151)."

Campaign: A set period of time during which a set amount of money is raised for specifically mentioned projects and endeavors.

Capital Projects: The renovation of an existing facility or the construction of a new facility, including major changes or additions to the landscape of an institution.

Charitable Donations: Financial support of a non-profit organization or mission including, but not limited to, colleges, churches, hospitals, and youth programs.

Collegial Model: Calls for "decision making by consensus" (Baldridge, Curtis, Ecker, & Riley, 1977, p. 134) and allows for the full participation of the institution's constituencies.

Development Officers: Individuals who have the responsibility of advocating the institution's mission, values, and long-range plans in order to solicit philanthropic support for the institution.

Donor Incentives: A donor's reasons for giving.

Endowment: A corpus of funds which are restricted to support particular aspects of the institution including scholarships, professorships, lectureships, and the general operation of the college.

Institutional Mission: The direction, goals, and objectives for the institution.

Institutional Values: The common ethics, morals, principles, and standards an institution adheres to and embraces.

Philanthropists: Individuals who donate their time, money, and/or resources to support a non-profit cause or organization.

Philanthropy: The act of financially supporting a non-profit institution or mission.

Political Model: According to Bess and Dee (2008) a culture where the political model is utilized is "identified through its reliance on negotiation and bargaining among interest groups and coalitions within the organization" (p.377).

Summary

This chapter has highlighted the background, rationale, purpose, and significance of this study focused upon the mutual impact of philanthropy and strategic planning upon one another. In addition, the limitations, delimitations, and assumptions of this research

have been outlined. Also, key terms used throughout this research that are commonly used by fundraising practitioners have been defined. These sections combined to highlight the need for additional research in how philanthropy influenced a strategic planning processes and which decision-making model was utilized during this exercise. This study sought to answer the following research questions: a.) How does philanthropy affect planning for capital projects within a strategic plan? b.) How does philanthropy affect the focus of current and future academic offerings (changes in majors/minors, the addition or subtraction of departments, and creation of new faculty positions) of an institution? c.) How do philanthropic considerations affect the organizational structure which supports the fulfillment of the strategic plan?

The purpose of this study was to address deficiencies in the literature by providing an in-depth view of how the constituencies of a four-year, private liberal arts colleges in the United States believed philanthropy affected strategic planning and how various decision-making models were used during this planning process. It was also important to analyze the use of traditional decision-making models in a strategic planning process in light of the recent economic downturn. Little research existed analyzing the impact of philanthropy on strategic planning at liberal arts colleges. Strategic plans influence various important facets of an institution such as its mission, values, academic and co-curricular programming, and its allocation of human and capital resources.

Having a deeper understanding of how philanthropy influenced a strategic planning process, as well as what decision-making model was most likely to be used during this process and why, provided a clearer understanding of how philanthropy, strategic planning, and decision-making models intersect in the context of today's higher

education environment. The findings of this study provided higher education leaders and practitioners with insight regarding the role philanthropy can play in a specific strategic planning process. In addition, this study identified how an administrative decision-making model can be utilized during a strategic planning process. The findings from this study add to the field of literature available in these important areas of focus for the benefit of higher education scholars and practitioners.

Overview of Chapters

The following chapters will provide a review of the literature related to fundraising in higher education, strategic planning, as well as administrative decision-making models. An overview and rationale for the use of case study as the methodology for this research will also be provided. Finally, a summary of the findings of this research in addition to an analysis will be provided.

Chapter II

Review of the Literature

Decision-makers of higher education institutions have numerous strategic imperatives and goals to focus upon as they lead their respective institutions. These may include the recruitment and retention of top-notch students and faculty whose presence will enhance campus life, as well as keeping an eye on deferred maintenance needs and wishes. Colleges and universities have to also focus on other benchmarks such as ratings that reflect their position in the marketplace, securing good results in student satisfaction surveys, and maintaining appropriate net-tuition rates. In order to provide students with an accessible, yet high-quality, academic experience with the best faculty, facilities, and infrastructure available, resources are required above and beyond tuition revenues to reach various measures of excellence.

As private institutions, private four-year liberal arts colleges rarely receive funding from government sources with the exception of grants for research and the indirect benefits received through government financial aid programs supporting students. As a result, these colleges primarily depend on three sources of funding which include tuition and fees, endowment earnings, and philanthropic gifts (Balderston, 1995). While private liberal arts colleges have become increasingly dependent on tuition, endowment earnings, and gifts to sustain and enhance their programs, leaders of those institutions will be required to focus more of their attention on financial issues (Balderston, 1995).

Colleges will strive to keep the cost of tuition and education affordable and accessible for all. Thus, they will be called upon to seek other sources of support,

including philanthropic gifts (Connell, 2006). As a result, colleges will need to take philanthropic trends and outlook in account when crafting their strategic long range plans (Connell, 2006). To what extent college leadership is willing to alter their strategic plans in order to maximize philanthropic support may have implications on the mission, values, and financial outlook of their institution (Pully, 2002). Similarly, the degree to which leaders of these institutions believe philanthropy should play a role in the development of their college's strategic plans may impact the influence philanthropy does or does not have over the process.

This review of the literature will focus on four main topics associated with the role of philanthropy in higher education in general and more specifically in the governance and operations of a private liberal arts college. First, a review of the economics of financing the operation of a liberal arts college will shed light on the components that are often unique to running a private institution. This will be followed by literature discussing the focus that college administrators and presidents have on fundraising and training future development practitioners in the classroom. A discussion will also occur regarding the role of strategic planning in higher education and the impact that philanthropy has on this process which will provide insight regarding how finances impact the shaping of a college's long-range planning process. Finally, there will be a review of three primary decision-making models (collegial, political, and bureaucratic) that are commonly used during strategic planning processes, with the collegial model being the most frequently used model within a liberal arts college setting. This vast overview of the literature on these four different subjects will highlight the need for additional research surrounding the impact of philanthropy upon strategic planning

processes at liberal arts colleges and the analytical framework within which long-term decisions are made.

Economics of a Liberal Arts Education

Less than five percent of all U.S. college students attend liberal arts colleges, which are primarily found in the United States (Stimpert, 2004). These uniquely American institutions provide abundant opportunities for students to hone their analytical, critical thinking, and communications skills, as well as the ability to undertake both independent and collaborative research with a faculty member as undergraduate students (Stimpert, 2004). This type of hands-on education in the classroom, in conjunction with numerous co-curricular programs, is costly and not particularly cost-efficient. Accordingly, student services and institutional administration at liberal arts colleges accounts for approximately 37% of an institution's budget, compared to just 18% at larger research universities (McPherson & Schapiro, 1999).

Higher education in general has seen ebbs and flows over the past seven decades which began with an influx of students immediately following World War II. Those GI students brought with them free flowing federal funds for student aid and construction of buildings on campus (Cook, 1997). In contrast, a few decades later the 1970s were dominated by high energy costs and double-digit inflation that increased the costs of everything from books, to equipment, food, and employee salaries (Cook, 1997). This time period also produced what has become a steady decrease in government support for higher education in general, leading all colleges and universities to become increasingly dependent on tuition, endowment earnings, and fundraising activities to carry out their missions (Balderston, 1995). This is particularly true for private liberal arts colleges who

receive virtually only indirect government support through financial aid programs. According to Hammond (1984), many liberal arts colleges find themselves in or near financial peril as the result of difficult economic times, "fluctuating enrollments" (p.386), and internal political struggles.

The first of the three main sources of financial support for private liberal arts colleges are tuition and fees generated by enrollment management. Previous studies conducted on enrollment management have generally focused on an applicant's socio-economic status, gender, and race (Gelber, 2007). One area that has not received as much focus, until recently, is the impact that finances have on enrollment management and access for students of various backgrounds (Gelber, 2007). Recently, some liberal arts colleges, who depend on regional sources for students, are seeing an increasing number of these students enroll at state colleges and universities that have created honors programs that provide similar student and teacher interaction provided at a liberal arts college for seemingly a fraction of the cost (Hoover, 2005).

Liberal arts colleges, as a whole, receive approximately 75% of their revenues from tuition, compared to just 55% for larger public research universities. Tuition and fees are the cornerstone of a small college's financial well-being (McPherson & Schapiro, 1999). The importance of enrollment to the financial stability of a small liberal-arts college is reinforced by the fact that 15 such institutions with less than 750 students each closed between 1989 and 1996 (Van Der Werf, 1999). This is in spite of the fact that this is generally viewed as an era of prosperity for much of America due to the take-off of the technology sector. Accounting for 16% of revenues for liberal arts colleges are earnings off of their endowment, which often plays a significant role in terms

of providing financial aid for colleges to use in attracting students through need and merit-based aid (McPherson & Schapiro, 1999).

Only a handful of well-established private liberal arts colleges, with large endowments, are able to provide sufficient draws off their endowments to provide need and merit based aid significant enough to make them competitive with larger and better financed private and public institutions (McPherson & Schapiro, 1999). Prior to the melt down of the financial markets in the fall of 2008, colleges with high endowments such as Swarthmore and Williams began eliminating loans and replacing them with grants for students with annual household incomes under $180,000 (Clark, 2008). According to McPherson and Schapiro (1999) this need-blind approach to enrollment management is reserved for those small colleges with endowments to support it. Most private liberal arts colleges find themselves adhering to a "budget stretch" (p.57) approach where the financial budget is set and those funds are then used to attract the best students possible without regard to their financial ability to pay the difference.

During the 2011-12 academic year, 10% of private college and university participants in a Moody's Investors Service survey indicated that they expected a decline in net tuition revenue (Corkery, 2013). In comparison, four percent of public colleges who participated in that study predicted a similar fate (Corkery, 2013). The same study conducted a year later showed an increase in the number of private and public colleges who anticipated a decrease in net tuition revenues with 18% and 15% respectively (Corkery, 2013). With net tuition revenues on a decline, the roll that endowment revenues and philanthropy play in the budget modeling of both private and public

institutions will likely increase. Unlike public institutions, private colleges cannot count on any direct state support to help them through this downturn.

In addition to providing support for financial aid, colleges are also reliant upon their endowment for funds to strengthen academic and co-curricular programming (Stimpert, 2004). Some institutions have the ability and foresight to include an endowment portion in their fundraising goals related to the construction of a new building. These funds are then available to help the college absorb extra costs associated with a new building on their campuses such as utilities and new staff positions necessary for their operation (Stimpert, 2004). Funds for these projects are typically raised during a campaign which is an intense and organized fundraising effort for specific purposes over a certain period of time (Wong et al., 2000). In addition to stabilizing enrollment and stewarding the endowment, supporting and increasing philanthropy to the college is critical to its survival (Gumport, 2000).

In summary, the cost of a college education has risen steadily over history, particularly in the past 40 years. This has an impact across all of higher education, but it especially impacts liberal arts colleges who depend on tuition, endowment earnings, and ongoing fundraising efforts to provide the funds necessary to carry out their mission. Unless liberal arts colleges want to attract only wealthy full-pay students, they will have to become increasingly reliant upon earnings off their endowments and ongoing fundraising efforts to make up the budget gap. How liberal arts colleges respond to this challenge will define their future.

Administrative and Institutional Leadership Focus on Fundraising and Education

Related to Philanthropy

The vast majority of studies related to philanthropy directed towards higher education are anecdotal. They highlight the characteristics and demographics of donors and the relationship between various kinds of support and the defining institutional aspects of colleges, that is, endowment, enrollment, type of school, and research grants, for example (Harrison et al., 1995). Most of the literature cited in other studies regarding the impact of philanthropy on higher education discusses general findings on all charitable giving that is peripherally related to the study of this topic (Wong et al., 2000). These studies tend to focus on the start-up of philanthropic efforts by non-profits and the institution of support systems for fundraising (Wong et al., 2000).

Fundraising for endowed, as well as immediately expendable restricted and unrestricted gifts has quickly become a major focus for presidents of all institutions, but particularly those of private liberal arts colleges (Cook, 1997). This has been particularly true since the 1980s when many liberal arts colleges began sophisticated development programs and the president's role in this process has increased steadily ever since (Cook, 1997). Presidents have had to focus more of their time on dealing with matters surrounding the financial and fundraising affairs of the college, so much that being proficient in these areas has become a prerequisite for the presidency of many institutions (Cook, 1997). Primarily, presidents have become important figures in the successful formation and completion of fundraising campaigns at their institutions (Cook, 1997). In addition, when evaluating the success of a president's tenure, many boards and alumni groups cite growth in the endowment, higher alumni giving rates, and increased

28

scholarship funds for financial aid as indicators of a president's success or failure during their term in office (Shaw & Shaw, 2008)

The role of development officers in higher education is relatively new (Cook, 1997; Worth & Asp, 1995). Traditionally the job of fundraising was left to the president and board of trustees of each respective college or university. The role of development officers is not universally defined and often depends on the needs and the size of their institution (Worth & Asp, 1995). Worth and Asp (1995) placed the role of each development professional in one of four categories. The first is that of the 'salesman' or solicitor of gifts. A second role is that of 'leader' because they have a voice in determining the direction the institution is heading as well as defining its mission. Worth and Asp (1995) suggested that development professionals who fit within these first two categories by nature must be charismatic. The other two roles are those of 'catalyst' and 'manager' both of which focus on individuals who would much rather remain in the background organizing the logistics of campaigns rather than being out front and soliciting (Worth & Asp, 1995). The researchers indicated that the 'manager' and 'catalyst' roles can be taught with training, whereas 'leader' and 'salesman' roles require individuals who have some exceptional personal qualities (Worth & Asp, 1995).

One of the chief roles of development officers and college presidents is to serve as 'boundary personnel' for their institutions (Hammond, 1984). Through their interactions with donors, alumni, and peers at other institutions, they can identify trends and demands within the external environment which may lead to changes to their institutions during a strategic planning process (Hammond, 1984). These interactions provide development offices with an indirect role in influencing the direction of the college during the planning

process. Conversely, support for, and the expansion of, fundraising programs is often an outcome of strategic planning processes. This is due to findings that conclude there is a direct correlation between increases in resources for development and alumni relations programs and a subsequent increase in gifts from an institution's alumni base (Harrison et al., 1995).

Kelly Overley (2006) conducted a study to explore the role that presidents, vice presidents for development, and governing boards play in fundraising and the challenges they face. Four public institutions in Texas were used for this multi-site qualitative case study. Overley's (2006) research confirmed that presidents indeed spend a vast majority of their time focused on gaining resources, particularly through development efforts. Further, while no presidents involved in the study (or vice presidents for development) had specific dollar goals set for them by their institution's governing boards, it was clear in this research that governing boards viewed success in fundraising as a key indication of overall successful leadership.

While Overley's (2006) research confirmed commonly held beliefs regarding the importance of presidential involvement in fundraising activities, it did not address the overall impact that fundraising has on the livelihood of an institution. Further, the research skimmed over the impact that gifts have on developing or influencing institutional priorities and programming. While validating the importance of philanthropy and the need for presidents to make development a major focus of their work, further inquiry into the role that philanthropy has on the overall health and direction of an institution is needed. Exploring this topic from the viewpoint of a private

college which enjoys little to no direct government support would offer a more in-depth study regarding the importance of philanthropy to higher education institutions.

Recognizing the growing demand for individuals with fundraising abilities in non-profit leadership positions has lent importance to the notion that some fundraising and developmental skills can be taught. This has led many institutions in recent years to bring the sciences of philanthropy and institutional advancement and development into the classroom. This new field of study focuses not only on higher education and its advancement, but also the role philanthropy and fundraising plays in a variety of fields, particularly those in the nonprofit sector. These studies are not limited strictly to philanthropy in terms of giving money, but also focus on the importance of volunteerism in our society and the impact that it can have on non-profit organizations. In reality, colleges and universities involved in this new field of study hope they can instill in their students a new sense of ownership and interest in charities and nonprofits, in particular their alma mater (Anft, 2001; Hall, 1992).

Higher education administrators are keenly aware that individuals who had exposure to the importance of giving back to their alma mater as students are more likely to offer support when they become alumni (Okunade, Wunnava, & Walsh, 1994). In addition, those students who were extremely active and were personally invested in campus activities, organizations, and student life are also more likely to give than those who were not particularly involved (Okunade et al., 1994). In addition, alumni who also received a graduate degree from their undergraduate alma mater feel a strong sense of connection to the institution and are the highest percentage of alumni donors (Okunade, 1996). As a result, campuses across the nation are seeing an increase in cooperation

31

between the offices of institutional advancement and student affairs. There has been a recent increase in fundraising endeavors in student bodies for a variety of purposes, including undergraduate giving programs that directly benefit the institution while teaching students the importance of giving back as alumni. Student affairs offices have realized that student satisfaction is not only important for retention purposes, but also plays a role in helping alumni determine if their college experience at their alma mater was such that they wish to give back (Cockriel & Ondercrin, 1994).

As previously mentioned there are many studies focused on the peripheral issues related to fundraising in higher education, the role that administration has in this process, as well as investments made by colleges to bolster their fundraising success now and into the future. However, these studies do not address the role that philanthropy has on shaping or crafting the mission or vision of an institution. These studies also do not address how or if colleges have changed their practices by adding new majors, departments, sports, or activities in response to a donor's gift or request or in anticipation of attracting future philanthropic support.

These studies also appear to be based on basic observations rather than in-depth analysis of how different mechanisms of an institution impact one another during the pursuit of raising additional funds. This superficial approach leaves many questions regarding how philanthropy impacts the practices of a college and how various resources are employed to reach specific fundraising objectives. This narrow approach to research is not well conceptualized and leaves many questions unanswered and possible angles left undiscovered.

In summary, out of necessity to increase resources by other means than tuition, college and university presidents have become increasingly focused on raising funds from alumni, foundations, and friends of higher education to meet the financial needs of their institution. As a result, college leadership has begun to increase resources allocated toward fundraising by expanding development staffs in order to gain a larger return to benefit the overall financial wealth of the institution. College and universities have also begun to instill a culture of philanthropy within their students in the classroom and through informal outreach regarding the importance of philanthropy in society in general, as well as specifically to their future alma mater. As tuition becomes an increasingly smaller piece of the revenue stream, colleges will need to begin to plan to raise revenues through fundraising in order to fulfill their current and future visions.

Strategic Planning

Strategic planning is an increasingly utilized practice for colleges and universities and has become more common place in higher education over the past three decades. College administration is best equipped to oversee day to day operations of the institution. However, recent fluctuations in the economy and enrollment since the 1970s have forced these institutions to undertake introspective and analytical long-range planning (Kotler & Murphy, 1981). According to Kotler and Murphy (1981) there are three major types of planning at colleges and universities. The first focuses on annual budgeting and scheduling, and the second on short-range planning that deals with issues related to enrollment management, fundraising, facility management, and programmatic changes. The third type of planning is long-term in nature and looks to guide the college's mission and strategies by gauging the environment of higher education in

general and where the institution is positioned in the current and future market place (Kotler & Murphy, 1981). Some of the criteria a college must assess during this type of planning, in addition to analyzing the environment, concerns the status of resources, the organizational structure, and the formation of new institutional goals (Kotler & Murphy, 1981).

Bolman and Deal (2008) describe strategic planning as being an essential, yet mostly symbolic and ceremonial function at a college or university. A college or university can have a difficult time identifying the outcomes of their efforts, thus a planning process helps to demonstrate to the various constituencies an ongoing effort to self-analyze and to make plans for future improvements. Further, these processes create a forced opportunity for internal interactions amongst departments and individuals that may not interact on a day-to-day basis. This interaction can be viewed as being beneficial, but not necessarily productive. Planning processes are often used as 'advertisements' to various constituencies, particularly donors and potential students, that an exciting future lies ahead and these groups should invest in the college with their donations or tuition dollars (Bolman & Deal, 2008). These planning processes can also be utilized as a means to an end and create a rationale for an already determined need or outcome.

Typically, strategic plans are completed every five years and include a systematic audit of the college's programs, as well as operating systems and structures (Stimpert, 2004). Once this internal review has taken place, college leadership must analyze the higher educational environment to assess strengths and weaknesses in the programs their institution provides, as well as unfilled niches in the marketplace that might provide

opportunities for increased enrollment, notoriety, and funding (Gumport, 2000). Once a

new short- or long-range plan is adopted by the college leadership, and endorsed by its

various constituencies, several changes will likely begin to take place. These changes

may include the addition or removal of various faculty and staff positions, academic and

co-curricular programs, and physical plant changes suitable to meet the challenges of the

new plan and the demands of the future marketplace (Gumport, 2000).

      In addition to calling for a general increase in financial resources, increasing the

level of investments in development and alumni relations programs may impact the

percentage of alumni who give back to their institutions. This is viewed as an important

indication of alumni satisfaction with their educational experience according to various

ranking publications, which undoubtedly has an impact on enrollment (Van Der Werf,

2007). Presidents must make the case for additional investments in their institution's

development programs to their board and hold the development office accountable for a

positive return on the investment (Shaw & Shaw, 2008). Similarly, once a strategic plan

has been formulated, the leadership of the college should create the case for support that

has a foundation based on the recommendations of the strategic plan, in order to insure

the successful implementation of the plan and its goals (Shaw & Shaw, 2008).

      With endowments having sustained large losses during the recent economic

depression (Masterson, 2008), the growing dependency of four-year private liberal arts

colleges on tuition and philanthropy will undoubtedly result in strategic planning

processes of these institutions largely focusing on maximizing growth in these areas.

Many admissions experts are assuming that, given recent economic conditions, students

will apply to more colleges in an effort to compare financial aid packages from the

various institutions (Supiano & Hoover, 2009). This trend will undoubtedly result in colleges seeking funds to provide increased financial aid in order to continue to attract the best students. The 2009 Voluntary Support of Education (VSE) survey, conducted by the Council for Aid to Education noted an 11.9% decline in support to higher education from a record high of $31.6 Billion in 2008 down to $27.85 Billion. This sharp decline was traumatic for many institutions, especially when combined with endowment losses (Masterson, 2009). The 2011 VSE survey indicated that giving to higher education had risen back up to $30.3 Billion, still below its all-time high. While philanthropy to higher education is increasing, it is still below where it was three years prior. Given the crunch in philanthropic and tuition revenues, institutions must plan for short-term and long-term contingencies in order to weather economic slumps.

A study conducted by James Williams (1999) focused on the role of strategic planning, budgeting, and financial resource allocation in the California Community Colleges System. This survey study focused on the leadership of 107 community colleges in the State of California and senior administrator perceptions regarding the integration of strategic planning, budgeting, and resource allocation. Williams' (1999) study found that while the majority of respondents practice and value strategic planning, their subsequent budgeting practices rarely fall into sync. This finding leads one to wonder what the value of strategic planning is if resources are not allocated in a way to carry out the resulting plan. The study also sheds light on the reality that strategic planning is difficult and, while well intentioned, it is likely that some if not many of the goals set forward during the process will not be carried out due to various circumstances and unforeseen challenges.

While Williams' (1999) research provides some helpful insight, some would suggest that exploring such a complex topic using a quantitative survey does not shed light on the true circumstances of this issue. A survey cannot provide greater information regarding how the planning process was conducted and whether key players were included to ensure that priorities of the plan were subsequently funded appropriately. Further, a more in-depth qualitative study would have revealed other outside forces that may have impacted the adequate funding of planning priorities. Finally, using public institutions whose finances are more tightly controlled by state regulations provides a more controlled result than private institutions that have greater autonomy to make these decisions.

While many studies highlight the importance of philanthropy and the role it plays in the short- and long-term health of an institution, there is little research available that focuses on how or if philanthropic support, or the pursuit of it, impacts strategic planning processes. Whether the prioritization of new initiatives, planning for facilities, or the mission of a college has been altered during a planning process in order to maximize philanthropic support has not been studied in-depth. These studies have focused more on the typical structure of a planning process and the purpose, but little research has revealed the inner-workings of these processes including who participates and what kind of issues are deliberated within these working groups. In addition, more recent research regarding the role of strategic plans, their effectiveness, and necessity in higher education is needed to provide a more modern context by which to evaluate these processes and tweak them to fit the needs of today's private liberal arts college.

As colleges become less dependent on tuition, and budgets become more difficult to meet, how they will fulfill their mission must be carefully analyzed and based upon more revenue coming from endowment earnings and ongoing annual fundraising efforts. As a result, how new and ongoing resources are allocated must be carefully planned. In addition, plans must be made to increase revenue through endowment earnings and ongoing fundraising efforts by increasing the resources and time allocated towards that endeavor. Such careful analysis and planning will distinguish those colleges who survive on a year to year basis from those who have made the long term investment in their development efforts and are able to create and fulfill new initiatives and dramatically expand existing programming to the benefit of their students. Additional research is needed to study how philanthropic support and strategic planning processes do, and should, have an impact upon one another.

As the previous sections highlight, the importance of philanthropy upon private liberal arts colleges has a direct impact on day-to-day administrative planning at these institutions. In addition, fulfillment of the hopes and dreams of these colleges, as outlined through strategic plans, often depends upon the successful garnering of additional resources. As the competition for quality students of diverse backgrounds increases, leadership of liberal arts colleges will seek other areas for additional resources outside of tuition increases to take their institution to the proverbial 'next level.' With significant tuition increases taken out of the formula, colleges will need to focus on increasing gift revenue, and subsequently endowment earnings, in order to gain a competitive advantage and fulfill the goals of their mid- and long-term strategic plans. How institutions plan and prioritize this shift in focus, and how those decisions are made,

can very well determine whether the goals of their planning processes will be successful or not.

Administrative Decision-making Models

While there are numerous models regarding governance and decision-making processes in higher education and beyond, there are three main models that are most apt and widely-used. The collegial, political, and bureaucratic models highlight the primary spectrum of involvement in the decision-making process from one of total consensus-building to one of almost complete dictation of the goal and the path necessary to succeed (Tierney, 2008). Other models, such as cybernetic, rational, and cultural are also amongst the many decision-making theories that have been identified. Due to the intimate culture of small, private, liberal arts colleges, it is assumed that a collegial and collaborative approach is most likely to be used. However, given the recent economic recession which has dramatically affected the finances of these institutions, it is possible that other types of models may be used out of necessity to make quick and strategic decisions. Some common descriptions of these three models, as well as an analysis of each follows.

Collegial

Tierney (2008) describes the collegial model as "a view of academic life that assumes a community of scholars operates around notions of respect and consensus" (p. 152). By nature, the collegial model encourages consultation and shared governance amongst all members of the respective community (Bess & Dee, 2008). Governing by consensus, as advocated by the collegial model of decision-making, has deep roots in higher education. Prior to the rise in power of college and university presidents in the

39

20th Century, the faculty of respective institutions served as the heart and soul of the institution both literally and figuratively. Faculty approval of operations of the university was, and remains, an important weathervane regarding the direction of the institution to both internal and external constituencies. The symbolism, which remains an important aspect of academic culture, continues to support a culture and precedence that encourages consensus-building (Tierney, 2008).

Proponents of the use of the collegial model in higher education decision-making process cite that the "loosely coupled and decentralized nature of the academy is well suited to such a framework" (Tierney, 2008, p. 152). At the core of their existence, colleges and universities encourage and reinforce the need to foster an environment of inclusion of various thoughts and ideas. To dictate policy, rather than to openly debate it, would stifle this sense of community that truly makes higher education different from any other sector. A decision that is reached by consensus, which includes numerous points of view, would seemingly produce a well-thought out outcome (Tierney, 2008). Additionally, use of the collegial model helps to create a sense of loyalty and buy-in by the participants who subsequently embrace the decision as their own (Bess & Dee, 2008).

Liberal arts colleges, in general, embody the philosophy of the collegiality model through their embrace of a shared governance model of operation. In particular, faculty governing bodies are consistently consulted and kept apprised of fluctuating conditions at their college by the administration (Gibson, 1992). It is not uncommon for the faculty to have final say on new initiatives involving the curriculum or in the setting of admissions standards (Gibson, 1992). Beyond faculty involvement, it is also common for liberal arts college senior administration to regularly consult student and staff leadership, as well as

representative bodies of external constituencies such as alumni and parent boards. By involving and updating various constituencies of pending actions, the senior leadership of private liberal arts colleges creates this sense of community that is unique to these types of institutions.

It can be argued that while the collegial model creates a buy-in from members of the academic community, it also results in a decision that supports the status quo or the least objectionable option (Tierney, 2008; Bess & Dee, 2008). Detractors of the use of the collegial model further state that the status quo that participants of a consensus decision-making exercise are striving to obtain is unrealistic and never existed (Tierney, 2008). The sense of Utopia that is sought through the collegial model is a false-front for wheeling and dealing that occurs behind the scenes and where the real decisions of the college or university are made. Others go further to claim that use of the collegial model in a planning exercise is a symbolic and ceremonial attempt to create consensus for a prior decision made by a smaller segment of the campus community (Bolman & Deal, 2008).

Political

According to Bess and Dee (2008) a culture where the political model is utilized is "identified through its reliance on negotiation and bargaining among interest groups and coalitions within the organization" (p.377). Further, a quid pro quo is established wherein support for a particular need or initiative is rewarded by the promise of future support for another need or initiative (Bess & Dee, 2008). The political model is also identified as having a decentralized form of governance where the power shifts from group to group and the dissemination of information can be ambiguous (Bess & Dee,

41

2008). The political model came to light in the 1960s and 1970s and is viewed as middle ground between consensus-building and a bureaucracy (Tierney, 2008).

The political model is often utilized during employment contracts through collective bargaining and with interactions with external constituencies such as donors, community leaders of the town or city the college is located within, or with legislators (Tierney, 2008). Although political negotiating is often utilized, it can be argued that it is difficult to use as a reliable model due to the natural ebb and flow that takes place during negotiating. It incorporates aspects of the collegial and bureaucratic models, but does so inconsistently and unreliably (Tierney, 2008). The political model appears to be utilized out of necessity rather than by the desire of any parties who are involved with the negotiation.

Bureaucratic

The bureaucratic model was first described by theorist Max Weber (1864-1920) and it "assumes that decisions and planning take place by way of a coordinated division of labor, a standardization of rules and regulations, and a hierarchical chain of command (Tierney, 2008, p. 151)." In a bureaucratic culture, rules such as specified roles and reinforcing reporting relationships are followed in order to ensure efficient performance (Bess & Dee, 2008). Information is also disseminated extensively and in a top-down fashion. Attempts are also made to reduce uncertainty and ambiguity for the college or university by valuing and embracing rationality in the decision-making process (Bess & Dee, 2008). According to Bess and Dee (2008), in a bureaucratic organization there is little deviance from "organizational mandates" (p.547) and the decision-making power is centralized.

Supporters of the use of a bureaucratic model in higher education claim that a more centralized and formal governance structure would result in higher quality outcomes (Tierney, 2008). They further state that with stronger presidential authority, 'antiquated' practices such as tenure could be eliminated, mediocre faculty could be dismissed, and the preservation of unproductive academic departments could be halted in order to ensure efficiency and quality (Tierney, 2008). The bureaucratic model views faculty as an asset to be managed rather than as a participatory factor in the decision-making process and that they should be utilized in a manner that most effectively advances the mission and needs of the institution (Tierney, 2008).

While the bureaucratic model appears attractive from a business sense, others would argue that colleges and universities are not businesses; rather they are mission-driven learning communities where all members of the community deserve a voice. Further, standardized requirements and rules set by a central authority are not necessary because the teaching profession itself sets high standards for members of its league (Tierney, 2008). In addition to the teaching profession policing itself as a whole, detractors of the bureaucratic model claim that specific academic focuses (chemistry, history, psychology, etc.) have professional organizations that set standards of excellence in teaching and research and that an institutional standard set by a centralized power is therefore not necessary (Tierney, 2008).

Cybernetic

Robert Birnbaum (1991) suggests that the collegial, political, and bureaucratic models can live and thrive simultaneously within an organization. This system of co-existence is referred to as the cybernetic model. Birnbaum (1991) suggests that

43

administrators who use all three models simultaneously are better able to monitor various

issues more effectively using these multiple frames of reference and leadership.

Birnbaum (1991) suggests that these three models are complementary to one another

rather than being in competition. The cybernetic model creates loops for negative

feedback which serve as built in thermostats that alert the administration that a 'reset' is

needed in a certain area of function of the institution (Birnbaum, 1991). Birnbaum

(1991) argues that this model is particularly useful at an institution that has both loosely-

coupled and closely-coupled organizational models.

Rational

Carol Weiss (1982) describes "five major constructs" (p. 624) that characterize

rational decision-making. The first construct is 'boundedness,' which outlines who

makes decisions, what the timeline is, and where the decision-makers meet. The second

construct is 'purposiveness,' in which clear outcomes of the process are identified. The

third construct is 'calculation,' during which a variety of options are considered and

weighed using various criteria. The fourth construct is 'perceived significance,' which

marks the fact that a decision has been made which has informed policy changes that

carry consequences with them. The final construct assumes that a 'sequential order' has

been followed in which a problem has been identified, a process to address that problem

has been established, and a solution has been introduced.

Cultural

William Tierney (1988) states that use of the cultural decision-making model

encourages practitioners to "consider real or potential conflicts not in isolation but on the

broad canvas of organizational life" (p. 6). Further, the cultural model encourages

leaders to "implement and evaluate everyday decisions with a keen awareness of their role in and influence upon organizational culture" (Tierney, 1988, p. 6). According to Tierney (1998), there are six important concepts that must be focused on when determining the framework of organizational culture within an institution. The first concept is the environment the organization exists in, how it is defined, and what the attitude of the organization is to its environment. The second concept surrounds the mission of the institution and how it is defined and articulated. The third concept focuses on how do new member of the institution become socialized and how that is defined. Fourth, how information is controlled, who possesses it, and how it is disseminated is a defining concept of an organizations culture. The fifth defining concept is revolves around strategy and how decisions are reached and who makes those decisions. Finally, defining who leads and what is expected of institutional leadership is the sixth defining concept of organizational culture.

Summary

Although the collegial, political, and bureaucratic models best represent the range of traditional decision-making models that are utilized by college and university leadership, there are others that may be better fits for some institutions. It is possible that the studies cited for these three options were situational to specific institutions and in reality are not applicable to a broad sector of higher education. It is also possible that this research and use of these models are no longer applicable to today's world of higher education. Much has changed over the past few years in terms of finances, enrollment and internal communications; therefore perhaps a new set of decision-making models would be more appropriate. In reality, it is possible that no model will fully encompass

the decision-making process of any institution as these decisions are complex and have various factors impacting the process at any time. However, the researcher believes that the collegial, political, and bureaucratic models represent the best range of decision-making models for liberal arts colleges.

<div align="center">**Synthesis**</div>

The chapter has focused on the economics of a liberal arts college and their unique challenges. This chapter also covered the focus that college leadership has on fundraising and the impact that philanthropy can have on a strategic planning process and vice versa. Finally, three administrative decision-making models (collegial, political, and bureaucratic) were highlighted, as well as an analysis of each model. While literature exists on these unique topics, there is little to no information regarding how philanthropy, strategic planning, and various administrative decision-making models affect one another in a recent context.

What is not clear in the literature is how philanthropy is taken into consideration when long-range strategic plans are being created at institutions of higher education, specifically at private liberal arts colleges. Little research exists concerning how, or if, philanthropic gifts affect administrative policies and the direction of an institution during the planning process. In particular, this study examined whether or not academic or co-curricular programming, the process of planning for facility upgrades or additions, or organizational personnel investments, were impacted by philanthropic influences or the need to increase revenues. In addition, little research has examined the issue of what, if any, decision-making models were used during these deliberations. While it was assumed that the collegial model was most likely to be used given the dedication to

shared governance that is typically found at liberal arts colleges, the study looked for evidence of the bureaucratic and political models as well. This study addressed these deficiencies by providing an in-depth view of how leaders of a four-year, private liberal arts college in the United States believed philanthropy affected strategic planning and policy-making at their institution.

In particular, this study addressed the following specific questions: Did philanthropic considerations affect planning for capital projects within a strategic plan? Did philanthropy affect the focus of current and future academic offerings (changes in majors/minors, the addition or subtraction of departments, creation of new faculty positions, etc.) of an institution? How did philanthropic considerations affect the organizational structure which supports the fulfillment of the strategic plan?

The financial crunch for private liberal arts colleges is imminent as liberal arts college's endowments have recently shrunk and enrollments fluctuate amidst a currently uncertain economic environment. Economic struggles are not new to liberal arts colleges and philanthropy has always played a role in their eventual survival in times when enrollment and endowments were uncertain. Providing additional research and literature on this timely topic will give current and future leaders of private liberal arts colleges, and their boards, a frame of reference by which to compare and guide their actions relating to these issues while completing long-range strategic planning at their institutions. There is little literature available that directly describes how philanthropy impacts planning at these institutions; this fact adds additional urgency and importance to the study and analysis of how leaders of private liberal arts colleges believe philanthropy influences, and is included, in the priorities of their institution's strategic plans.

Summary

The following chapters will highlight the methodology used in this study, the results, as well as the interpretations, conclusions, and recommendations of the researcher. This study was qualitative in nature and focused on an institution that has recently completed a long-range strategic planning process. The results of this single-site study are presented and the researcher interprets the data and makes conclusions based upon the findings. Out of this study, it is believed that recommendations can be made in regards to the role philanthropy plays, and should play, in institutional planning for the future.

Chapter III

Methodology

Although the widespread use of strategic planning processes in higher education

is a relatively newer phenomenon, the affect it has on the future of each institution is

significant. College and university leadership and governing boards use strategic plans as

a road map for the future of the institution and create strategic imperatives through which

the objectives of the plan will be accomplished. Further, boards are moving towards

highlighting the importance of monitoring and meeting key performance metrics towards

the accomplishment of these strategic planning objectives. As the literature reveals, often

one of these metrics of performance focuses on raising additional philanthropic dollars to

support the ongoing operations of the college as well as to fund special initiatives such as

program endowments or new facilities.

While raising funds to support higher education dates back to the founding of

Harvard University in 1636, its evolution into a more calculated and coordinated practice

with heavily staffed and trained development offices has come about only within the last

century (Rudolph, 1962/1990). Many private liberal arts colleges, in particular, owe their

founding to the generosity of significant donors (Rudolph, 1962/1990). While tuition and

fees continue to be the primary foundation for any college or university budget,

additional resources garnered through philanthropic gifts will begin to distinguish the

good colleges and universities from the great. As we look ahead to the future of higher

education, having a better understanding and appreciation for the affects that

philanthropic support can have on an institution, the better. Similarly, having a deeper

understanding of how philanthropy influences short and long-term strategic planning will be important.

Little research existed analyzing the impact that philanthropy has on strategic planning at liberal arts colleges. Strategic plans influence various important facets of an institution such as its mission, values, academic and co-curricular programming, and its allocation of human and capital resources. Further, the analysis of how decision-making models influence strategic planning processes was an area that needed additional research. The purpose of this study was to address deficiencies in the literature by providing an in-depth view of how the constituencies of a four-year, private liberal arts colleges in the United States believed philanthropy affected its strategic planning process and which decision-making models were used during this planning process. The three key research questions for this study were:

a.) How did philanthropic considerations affect planning for capital projects within a strategic plan?

b.) How did philanthropy affect the focus of current and future academic offerings (changes in majors/minors, the addition or subtraction of departments, and creation of new faculty positions) of an institution?

c.) How did philanthropic considerations affect the organizational structure which supports the fulfillment of the strategic plan?

Having a deeper understanding of how philanthropy influenced a strategic planning process, as well as what decision-making model was used during this process and why, provides a clearer understanding of how philanthropy, strategic planning, and decision-making models intersect in the context of today's higher education environment.

50

The findings of this study provide higher education leaders and practitioners with insight regarding the role philanthropy played in a specific strategic planning process. In addition, these findings identify how an administrative decision-making model was utilized during a strategic planning process. The findings from this study add to the field of literature available in these important areas of focus for the benefit of higher education scholars and practitioners.

An important aspect of any research is the methodology by which the information will be collected, analyzed, and presented. This chapter highlights the design of the proposed research, the data collection methods, as well as data analysis procedures. As a qualitative study, there are numerous thresholds that must be crossed to ensure valid findings. The following sections are included: paradigm of inquiry; case study methodology; study site; sampling plan; semi-structured interview protocol and guide; data analysis method; data presentation; subjectivity statement; validity of the study; pilot test; and the consideration of human subjects. Successful implementation of this plan for research will produce trustworthy and valid study results.

Paradigm of Inquiry

In order to fully gain understanding regarding how strategic planning processes are influenced by philanthropic considerations and specific decision-making models, it is important that a specific paradigm of inquiry be utilized. The review of the literature exposes the need to provide additional research regarding these issues. In order to gain a better understanding of these topics, a set of exploratory questions was developed and used in the analysis of a recently completed strategic planning process through an in-

depth study of a singular liberal arts college. Supporting the stated rationale, this study was based upon a constructivist viewpoint of research.

The constructivist approach focuses "exclusively on 'the meaning-making activity of the individual mind" (Crotty, 1998, p. 58). The constructivist view appreciates and respects the unique perspective each of us has on the world and our experiences within it. In essence, constructivism is the view that "all knowledge, and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context" (Crotty, 1998, p. 42). The data collected through this study was influenced by the experiences and subjective beliefs of the research participants.

Case Study Methodology

To address the research gap, a qualitative, case study method for data collection was needed. A qualitative study best helped to explain why a phenomenon was happening rather than simply confirming that it was indeed taking place (Merriam, 2009). Using qualitative methods for this research was most appropriate to understand the affect of how philanthropy influenced the strategic planning process at Selective College. It provided an in-depth explanation of why and how decisions were made, what the decision-making process was in reaching those decisions, and what were the expected and hoped for outcomes. Using this qualitative method of data collection helped the researcher to not only identify if a particular phenomenon was taking place, by why.

This qualitative study was conducted utilizing a case study approach to research. This method of research is also known as the 'study of the particular' due to its "thorough investigation of particular, real-life situations" (Rosenberg & Yates, 2007, p. 447). Case

52

study research is regularly used in multiple disciplines including health care, education, organizational and management research, and sociology (Payne, Field, Rolls, Hawker, & Kerr, 2007; Rosenberg & Yates, 2007). Case study research can utilize multiple mediums for the observation of a topic and collection of information including: questionnaires, observations, focus groups, documentary analysis, and interviews (Payne et al., 2007).

The case study research method is the "in-depth study of a person (usually) or a group" (Al Rubaie, 2002, p. 32). Merriam (2009) defines case study as "an in-depth description and analysis of a bounded system" (p. 40). It is typically qualitative in nature and allows researchers to be more flexible and spontaneous by being open to "multiple, interacting influences" (Al Rabaie, 2002, p. 32) during the course of the study. Using this method allowed the researcher to focus solely on the actions, thoughts, and intentions associated with constituencies of one institution during its strategic planning process and gain a deeper understanding of how various factors influenced one another during this process.

The use of the case study methodology from a constructivist viewpoint was the most appropriate approach to use in conducting this research. This methodology helped the researcher gain a clearer understanding of the actions and meanings of the participants, as well as a better understanding of the sequence of events and the rationale used in decision-making. Using this methodology allowed the researcher to more accurately and effectively account for unexpected issues that could have been identified during the course of the research. Given the lack of extensive literature focused on the influence that strategic planning and philanthropy have upon one another in a higher

education setting, this research was an explorative study. Therefore, it was important to understand the nature and culture of the study site. It was also critical to find an in-depth rationale as to how and why philanthropy and strategic planning impacted one another, not just if. As the focus of this study was not just to identify if there was a mutual impact of philanthropy and strategic planning upon one another, but rather to understand why, the use of the case study methodology from a constructivist viewpoint provided the most in-depth analysis.

Study Site

The case study focused on one private liberal arts college, referred to as Selective College, which recently conducted a strategic planning process. A singular site study was appropriate as communications processes and structure are unique to each liberal arts institution. Liberal arts colleges are unique in their structure, governance, and mission from other higher educational institutions. They are residential campuses which stresses the importance of not only attending class, but to be a part of a campus community and to partake in co-curricular activities (Birnbaum, 1991). Being part of the campus community at a liberal arts college also includes having close interactions with faculty and staff and having educational experiences and opportunities that extend beyond regular classroom hours, which include opportunities for undergraduates to participate in advanced research with faculty members (Birnbaum, 1991). Further, general education at liberal arts colleges typically focuses on the deeper meaning of the word 'citizenship' and how graduates of these institutions are expected to take their education into their various communities (Birnbaum, 1991).

This high-level of personal involvement with faculty, the opportunity for heightened intercultural awareness through travel and guest speakers, as well as having a small student to faculty ratio comes with a high price tag. As a result liberal arts colleges are particularly sensitive to ebbs and flows in institutional finances. Their very ability to provide a high-quality personalized educational experience is dependent upon their ability to raise revenues through tuition and fees, philanthropic support, and endowment earnings. As a result, using a liberal arts institution for this research provided an ideal case study site to explore how philanthropy and strategic planning influenced one another and how a decision-making model influenced the planning process.

The institution which served as the site for this research has been given the pseudonym of Selective College. Selective College has the unique distinction of having served as a coeducational institution from its inception. Today, the college boasts an enrollment between 1,000 – 1,500 students with 93% living on campus. Selective College also provides an intimate learning experience with the student to faculty ratio of 14:1. Selective College maintains affiliations with a sponsoring Christian denomination and is accredited by its regional association of colleges and universities.

During fiscal year 2012, Selective College, had expenses totaling nearly $50 million and a revenue stream of nearly $57 million, according to its 990 IRS form. Selective College is predominantly dependent upon tuition, board and fees, as well as philanthropic support for operating revenue bringing in approximately $36 million and $5.2 million respectively. In recent years, the college has completed or begun two major building projects including a $22 million athletics and recreation center which was

completed in the early part of the last decade and the college has recently broken ground on a $42 million academic facility for business and science.

While it appears that some philanthropic support was garnered for both projects, the level of that support was unclear. Based on the fiscal year 2012 financial statements of Selective College, it is clear that over $20 million in bonds have been secured to possibly help with the cost of one or both of these projects. Assuming that this debt was used to construct new buildings, the leadership of Selective made a decision that new and renovated facilities were a strategic priority. So much so, that they were apparently willing to incur debt to see this vision become a reality. How Selective came to the decision to significantly invest in their facilities using gifts and debt was a major focus of this study. The future plans and priorities for Selective College, and their rationales, was at the heart of their recently completed planning process.

Selective College concluded a strategic planning process in February 2012. This endeavor was overseen by a small group of faculty, administrators, and members of the board of trustees which had advisory subcommittees of various campus constituencies report in on various topics. The findings and recommendations of this strategic plan provided a framework for the governance of the college for the next five years and provided the framework for a pending comprehensive fund raising campaign. This research was conducted during a site visit which occurred April 23-26, 2012. This timing was coordinated with the official approval of Selective College's strategic plan which was ratified at the February 2-4, 2012 meeting of the Selective College Board of Trustees.

Sampling Plan

Data collection for the study focused on three primary sources of information. The first source was members of the strategic planning committee or subcommittees (as defined by the administration) and members of the greater campus community. These key informants were employees of the college at the time, as well as key volunteers such as trustees. The second area of focus was on documents provided by the strategic planning process participants, which included white papers and draft fundraising campaign material related to the planning process. The third primary source of information were documents discovered during research and time spent on campus including financial statements, press releases and news articles related to the planning process, alumni magazine stories, and any materials provided by the key informants.

Selective College provided the researcher a list of 26 members of their greater community who fit these criteria. This list was provided by the president's office in consultation with the vice president for advancement. All 26 were invited to participate, however three invitees neglected to respond to three unique invitations, however, 23 invitees did participate in the study. The list of participants, identified by pseudo names, can be found in Table Two. The president of the institution also agreed to be interviewed regarding the planning process and is counted amongst the 23 participants. Purposeful sampling was used because it allowed the researcher to intentionally select a population that possesses the attributes related to the research purpose (Patton, 2002). A set of questions was asked of each key informant (Appendix A). Follow-up questions for the participants were influenced by the role each participant did or did not play in the planning process.

The study included interviews with participants and non-participants of the planning process of the institution. Key criteria for inclusion in this group were full-time employees or key stakeholders of Selective College who were involved with the college during its recent strategic planning process, which occurred during the 2010-2011 and 2011-2012 academic years. This group of key informants included members of the administration, faculty, staff, student body, as well as representatives from the governing board.

Each participant was also asked to refer other members of the greater campus community for the researcher to contact and interview. This type of sampling is referred to as secondary snowball sampling and is known as "perhaps the most common form of purposeful sampling" (Merriam, 2009, p. 79). Using the secondary snowball method was expected to enable the researcher to gain a broader view of campus sentiment regarding the strategic plan, in addition to input gained from those pre-selected key informants. It was also expected to account for the political nature of a small private liberal arts college campus by generating of list of possible key informants in addition to that provided by the president's office, in consultation with the vice president for advancement. Of the names provided by participants, each of the new prospects had already been invited to participate, thus no new leads were generated.

This research included one extended site visit. The timing for this site visit, April 23-27, 2012, coincided with the ability of the researcher to secure interviews with key participants of the study and occurred after formal ratification of the strategic plan by the Selective College Board of Trustees at their February 2-4, 2012 meeting. Two members of the Selective College Board of Trustees, who are also alumni, were interviewed over

the phone due to an inability to make timely arrangements for in-person interaction at their place of residence or business, or on campus.

This study thoroughly reviewed and paid careful attention to records and notes from this process. Time leading up to and following the site visit was used to review and analyze requested written materials such as: white papers, related press releases and news articles, alumni magazine, student newspaper, campaign planning documents, and other pieces related to the planning process. The review of these materials further informed the researcher regarding how the planning process was facilitated, what decision-making model was most closely followed to carry out this process, and what were reactions of internal and external constituencies to this process.

The researcher asked Selective College to provide the names and contact information for each member of the strategic planning committee. In addition, Selective provided the researcher with a list of recommended administrators, faculty, staff, students, and governing board members, who were not directly involved with the study, but were informed of its progress in order to gain insight regarding the process from the viewpoint of the broader community. This list identified each individual's role on campus, the constituency they represent (faculty, staff, student, or governing board member), and their contact information including mailing address and email address.

In particular, these members of the greater community served in leadership capacities for their respective constituency including members of the cabinet, board of trustees, and faculty senate leadership. The researcher sent a letter of invitation (Appendix B) to all recommended participants outlining the goals of the study and requesting their assistance in this process, as well as alerting them of their right to not

participate if they chose. The researcher then contacted the potential study participants, via email (Appendix C), to arrange dates for interviews to take place during the researcher's site visit. A second draft of the email was sent to three key informants who did not respond to the first draft. None of the three key informants who received all three versions of the invite chose to participate or respond at all. Each participant was interviewed once in a quiet and private location of their choosing.

Semi-structured Interview Protocol and Guide

An interview protocol provides the researcher with a road map by which the most complete and in depth data can be collected (Merriam, 2009). The protocol included informing the participants regarding the purpose of the study and the motivations of the researcher. The interview protocol also described the method by which data will be gathered. In the case of this research, the use of interviews and a review of materials corresponding to the strategic planning process recently completed at Selective College were the chief methods by which insight was gained. Further, how the researcher used the information gathered and how sensitive data was protected was covered in an interview protocol. Finally, an interview protocol should outline ethical considerations including protecting the identity of participants by using pseudo names, how long interview transcripts will be kept, and ensuring that participants are informed of their rights (Merriam, 2009).

As stated, each participant was identified for this study based on their role as a representative of a campus constituency (faculty, staff member, or governing board member), as defined by the Office of the President at Selective College. The researcher picked a pseudo name for each participant in order to protect their identity. Each key

60

informant was identified in the study by their pseudo name and their identified role. According to the Office of the President at Selective College, each interviewee played a role in the strategic planning process as a trustee, administrator, faculty representative to a standing committee, or as a consultant to the president on specific topics. A student representative to this process, who is now an alumnus, did not respond to multiple requests for an interview.

One set of questions was prepared for the key informants (Appendix A). Follow-up questions were utilized to allow the researcher to probe deeper and explore further the meaning of the participant's answers. Since each participant had a unique outlook on the process due to their role with the planning process, or their position on campus (or in the greater campus community), follow-up questions were individually catered to extract information pertinent to their relationship with the planning process. Probing questions also allowed the researcher to clarify their understanding of a participant's response and ensure that they have an accurate understanding of how the planning process was conducted. These follow-up probing questions were to be open-ended in order to not persuade the participant in one direction or another.

The interviews were conducted in person by the researcher, with the exception of two phone interviews with members of the board of trustees. The interviews were scheduled to last approximately 45 – 60 minutes each and participants were given the option of signing an informed consent form confirming that they have been made aware of their rights, or indicate their willingness to participate verbally at the beginning of each session. There were 17 primary questions of focus that were asked of each participant. Based on answers to the primary questions, the researcher asked follow-up questions to

probe deeper into a participant's response. No two interviews were exactly identical as answers to the primary questions led to unique follow-up questions for each participant.

All interviews were audio recorded, with permission of the participant, and subsequently transcribed verbatim. Generally, all participants were identified by their role within the college community (faculty member, governing board member, or administrator) and they were identified through their given pseudo name. Once transcribed, all interview notes and transcripts were kept under the control of the researcher. Due to the sensitive nature of this study, participants were given the opportunity to review themes that arose during the course of the study. Participants were not compensated for their time or participation in this study.

Below are the three research questions and their corresponding interview questions, found in Appendix A.

Table 1

Research Questions and Corresponding Interview Questions (Appendix A)

How did philanthropic considerations affect planning for capital projects within a strategic plan?	2 and 3
How did philanthropy affect the focus of current and future academic offerings of an institution?	6, 7, and 8
How did philanthropic considerations affect the organizational structure which supports the fulfillment of the strategic plan?	10 and 11

Data Analysis Method

Within case analysis allows the researcher to view a particular case in an isolated manner (Merriam, 2009; Yin, 2009). Because information that is gathered through a single site case study can often produce contradictory findings, particularly when considering one interviewee's interpretation of events versus those of another

62

interviewee, data management is incredibly important for the study (Merriam, 2009).

Patton (2002) calls for the organization of

> voluminous case data into a comprehensive, primary source package. The case
> record includes all major information that will be used in doing the case analysis
> and case study. Information is edited, redundancies are sorted out, parts are fitted
> together, and the case record is organized for ready access either chronologically
> and/or topically. The case record must be complete but manageable. (p.449)

Creswell (2009) describes a six-step approach to analyzing data collected through

a qualitative study. Interview data and document analysis data was treated similarly in

this research. First, the data was organized and prepared by analysis which subsequently

led to a reading of the data by the researcher. Once the data was organized and read, a

coding process was utilized to begin detailed analysis. An open coding process was then

used to identify descriptions of the setting, people, and themes for analysis. Finally, the

coded data was interpreted and the findings were subsequently presented in a visual

format by the researcher to create an "in-depth picture of the case (or cases) using

narrative, tables, and figures" (p.157). Once the data was gathered through the method

outlined by Patton (2002) it was coded and interpreted following Creswell's (2009)

suggestions.

In open coding, significant codes were pursued as they emerged and each

interview transcript was examined in detail and the data was then grouped according to

identifiable themes (Strauss & Corbin, 1990). Merriam (2009) describes codes as

"categories or themes that capture some recurring pattern that cuts across your data"

(p.181). Creswell (2007) states that process of open coding "involves taking data (e.g.

interview transcriptions) and segmenting them into categories of information" (p.240).

Merriam (2009) describes open coding as the process of reading fresh data and writing

notes in the margins as themes begin to emerge. This process is referred to as open coding because the researcher is open to whatever themes might emerge as a result of reviewing the data (Merriam, 2009). Maintaining an open coding method allowed the researcher to identify themes which arose that were not anticipated from the onset of the research.

A code book was maintained that documented the researchers thought process regarding how the information was flowing into various categories of theory and practice. The code book was comprised of copies of transcripts, documents, and other materials related to the strategic planning process at Selective College. The researcher wrote notes in the columns as various themes arose (Merriam, 2009). As various themes continued to recur in the data, or other information arose that complimented this data, they became a category (Merriam, 2009). In order for a particular theme to be given a code, a pattern of regular occurrence in the research materials was identified. In particular, the researcher looked for consistent and differing responses as they related to the three research questions. Consistencies in the responses of the various participants helped to identify themes.

Each piece of data was reviewed twice by undergoing a first and second cycle of coding as recommended by Saldana (2009). Data included interview transcripts as well as previously described written materials related to the strategic planning process. Saldana (2009) states there are a number of patterns which can be characterized by similarities, differences, frequencies, sequences, correspondence, and causation. Following the first and second cycles of open coding, a code book audit was conducted by two auditors to insure accurate and unbiased coding. Once the codebook passed the

audit, it was used to make a final codebook. The researcher utilized Atlas TI software as means to code and organize interview transcripts, as well as related written materials.

Data Presentation

Once the data was gathered and coded, careful diligence was necessary to ensure that the story from the findings of this study was portrayed accurately. Particular descriptions, general descriptions, and interpretive commentary were utilized in the process of writing up the findings of this study. Particular descriptions, which may include quotes from interviewees, as well as "narrative vignettes of everyday life" (Merriam, 2009, p. 255) were utilized to highlight significant trends and findings. General descriptions were helpful to then relate whether or not these specific examples were reflective of the overall study and the general observations provided by the participants (Merriam, 2009). Finally, interpretive commentary was utilized to allow the researcher an opportunity to highlight why specific quotes and topics were important and how they tie into the findings of the overall study (Merriam, 2009). Using quotes from participants, in addition to data from the related written materials, gave this study a broad and deep approach to analyzing the data. This enabled the researcher to create an accurately rich and thick description of the findings of this study.

The information was synthesized using thematic analysis, which attempted to reveal significant consistencies and meanings in data by identifying and analyzing themes, which are large categories of meaningful data (Yin, 2009). These categories of data are also known as codes. Themes can recur in the sense that repeated codes are similar or connected to each other in a patterned way. Recurrence can take place across

or within cases (Yin, 2009). Following this process ensured an accurate and unbiased synthesis and analysis of the data collected through both interviews and written materials.

The data gathered was coded and presented by themes as they arose during the study. Data was coded according to the literature and what the participants indicated as themes. As each particular theme was identified, thick and rich descriptions of contributing evidence was provided as identified through the interviews and the review of documents. All three research questions were answered utilizing rich description and thematic analysis. Creswell (2007) describes that when utilizing thematic analysis, the "researcher analyzes the data for specific themes, aggregating information into large clusters of ideas and providing details that support the themes" (p.244). When describing the findings of this study, thematic analysis enabled the researcher to identify key themes found in the interview transcripts and written materials and make meaning out of them.

<center>**Subjectivity Statement**</center>

It is necessary for the reader to understand the lens through which the researcher is processing the information gathered (Peshkin, 1985). Therefore, it is important for the researcher to issue the following subjectivity statement. Having over a decade of experience in the higher education development field definitely gives the researcher a unique perspective on this topic of study. Further, considering the fact that his experience has been at three different private liberal arts colleges made him even more likely to come to this study with some preconceived notions and experiences that could have potentially influenced his thinking. During his professional tenure, the researcher has also played a role in the development of two strategic planning processes and in three comprehensive fundraising campaigns that came about as a result of those planning

initiatives. In his current role as a vice president for advancement, the researcher has a unique perspective not only on fundraising, but also how strategic planning processes are impacted by fundraising and vice versa.

In his roles as a development officer, the researcher has seen and played a role in the internal workings of a strategic planning initiative. In particular, he has been part of the decisions of what the hoped outcome would be of the plan and the subsequent conversations about how to secure or redirect the resources necessary to implement it. Those discussions have included whether or not additional resources should be directed and allocated towards external outreach for fundraising purposes. Additionally, as the researcher has then gone out among the college's constituencies to then raise those resources, he has seen on numerous occasions how donor sentiment and giving has both tweaked the priorities of the institution and put initiatives into the forefront that were not discussed during the strategic planning phase. These changes in focus have resulted in at least one new and previously unplanned building as well as the introduction of a new academic department during the researcher's decade of experience in development at three private liberal arts colleges. Conducting a study focused on the decision-making process and decision-making theories surrounding how strategic planning processes have impacted, and are impacted by, philanthropic gift considerations by donors was professionally beneficial. Considering the researchers professional experiences in the areas of fundraising in a higher education setting, steps were taken to ensure that his points of view did not bias the study or the study participants.

Trustworthiness

Ensuring the trustworthiness of any research is important in guaranteeing that the data collected is accurate and the findings offered to the academic community are based on factual statements, events, and results. Five steps were taken to ensure the trustworthiness of this study. These stopgaps included: the use of open-ended, non-leading questions; using member check to verify accuracy of themes identified in the interviews; utilizing the triangulation method in collecting data from various types of sources; conducting a code book audit; and using a pilot test of the interview questions. In order to ensure the validity of the study, the interview questions were designed to be open-ended in order to not influence the participants' points of view. Using member check, the researcher also had interviewees review the themes that arose during the interviews (Creswell, 1997).

The triangulation method was also a helpful tool to ensure trustworthiness of a study. It is best described as the utilization of numerous measurement points to find a site of convergence (Merriam, 2009). A variation of the triangulation method was used by utilizing multiple sources of evidence and multiple sources of data collection which included: interview transcripts, materials related to the launch of the strategic planning process, press releases and news articles, as well as other materials available in institutional records to verify one another (Cresswell, 1997; Yin, 2009). In addition, triangulation was utilized through the involvement of various key constituencies including faculty, administrators, trustees, the college president, and student reactions as documents in the campus newspaper. Each constituency provided unique perspectives in regards to the strategic planning process at Selective College (Hastings, 2010).

A code book audit was conducted utilizing the assistance of two peers to review the content of the code book to ensure a lack of bias from the researcher in analyzing the data. In addition, a thick, rich description was used which describes all aspects of the interview, including the environment and the non-verbal behaviors of the participants, which ensured an accurate representation of the interview from a holistic approach. Putting the words from interview transcripts or related written documents into context and having the researcher's analysis peer-reviewed helped ensure the validity of this study.

It is also important that a feeling of trustworthiness was established between the researcher and the participants to help guarantee accurate and factual statements were being added to the record. It is important that participants were aware of the purpose of this study and the intended use of the findings to broaden the literature available in this field. The researcher was open about his educational and professional backgrounds, which includes 13 years of work in the higher education administration field. As a member of the higher education community who is using this study to help broaden the research in this field, rather than a being a reporter trying to sell a story, the researcher feels he received accurate and helpful answers to his inquiries.

Participants were also reminded that their identity was protected through the use of a pseudo name and that all efforts were made to keep identifying information confidential. The identity of the institution was also altered having been assigned the pseudo name of Selective College to further protect the identity of the participants. Participants were reminded regarding their rights and that they could end the interview if

they chose to. Conducting the interviews in a quiet and private location of their choice also helped them to feel comfortable and be more forthcoming.

In summary, the use of open-ended, non-leading questions; using member check to verify accuracy of interview themes; utilizing the triangulation method in collecting data from various types of sources; conducting a code book audit; and using a pilot test of the interview questions prior to the launch of this study helped to ensure the trustworthiness of the data collected during the course of this research. In addition, taking steps to protect the identity of the institution and the participants using pseudo names helped to create trust. Additionally, being transparent about the purpose of the study, as well as the researchers' professional background, further helped to create trust between the researcher and the key informants. Using trustworthy data enabled the researcher to make accurate observations and subsequent recommendations regarding the mutual influence that strategic planning and philanthropy have upon one another, in addition to how decision-making models influenced this planning process.

Pilot Test

A pilot test of interview questions was conducted with a professional colleague of the researchers at his employing institution who met elements of the selection criteria for key informants to the study. This individual was a senior administrator and was in their role during a strategic planning process which occurred approximately seven years prior. This institution was in the process of launching a strategic planning-like process; however the researcher chose not to use it as a focus of his research due to the potential for a conflict of interest. The interview lasted 50 minutes and centered on the proposed interview questions of the study. The interview was to be taped, however that did not

70

occur due to the fact that the recorder he had intended to use was not working properly. As a result, the researcher improvised and noted what he felt to be important comments relevant to his study.

There were several lessons learned by the researcher throughout this process. First, due to the sensitive nature of the topics discussed, the researcher felt that it was important that he not identify the name of the institution studied when reporting his findings. There were many sensitive topics discussed and he feared that no institution would want their 'dirty laundry' exposed to the rest of the higher education world through this study.

While the researcher thought he did a good job of recording the main topics and points mentioned by the interviewee, having a working recording device to record the conversations would have likely turned up missed information upon review. Finally, the researcher thought the interview questions were effective and brought to the surface some important pieces of information. However, the feedback provided assisted the researcher in developing more concise and focused questions. Having probing questions as follow-ups helped to get deeper below the surface of the issue. Finally, the researchers' dissertation committee served in the capacity of providing expert review over the study due to the identified issues that were revealed during the pilot test.

Consideration of Human Subjects

Upon approval of this proposal by the committee, permission to continue the study was sought from the Office of Human Research and the IRB board at The George Washington University. This research did not include psychological, medical, or physical testing, evaluation, or interaction between the researcher and the participants. In

compliance with IRB standards, a letter of informed consent was distributed to all interviewees which stated the purpose of this study, what was expected of the interviewees, and an overview of their rights. It also guaranteed that all efforts were made to protect the identity of the interviewees when they were directly quoted within the findings. In addition, the exact identity of the participating institution was protected through the use of a pseudo name.

All materials collected were held within control of the researcher and they alone coded and analyzed those materials. The interviews were transcribed by a third party, but the identities of the interviewees were coded in a way that only the researcher was able to identify the participants. A cross-reference sheet describing the real identities of the participants, along with their pseudo names, was kept under the control of the researcher for 12 months following the conclusion of the study. After that point, the cross-sheet was destroyed to protect the identities of the participants. All potential interviewees were advised of their right to not participate or withdrawal at any time during the interview. In addition, the key informants were presented a summary of the themes identified during the coding process.

<h2 style="text-align:center">Summary</h2>

The cornerstone of any successful research is a sound and thorough methodology plan. This chapter has outlined the sampling plan of this research, the data collection plan, as well as the way information was deciphered and analyzed. Using multiple methods of data collection through interviews, the review of documents, as well as observations ensured that this researcher has thoroughly collected relevant information from the study site. In addition, having multiple sources of information, as well as check

points against bias such as the ability for interviewees to review the themes identified during the course of the interviews, ensured the trustworthiness of this study. Finally, adhering to best practices and institutional standards ensured that this research was conducted in an ethical manner. The following chapter will highlight the information gathered from this research.

Chapter IV

Findings

According to senior administrators at Selective College, the recently completed strategic planning process is the combination of two major components that, when joined together, comprise their overarching operating plan for the foreseeable future. These plans included a campus master plan focused on facilities and a four point strategic visioning plan which provided guidance for current and future academic and co-curricular programming.   An offshoot of these plans was a comprehensive fundraising campaign plan aimed at providing the resources necessary to make this joint vision a reality. In addition, the focus on maximizing revenue through increased net tuition gains was a cornerstone of this recently completed strategic plan.

As private liberal arts colleges struggle to keep the cost of education accessible, while simultaneously maintaining quality academic and co-curricular programs, they will need to attempt to find ways to depend less on tuition and fees and more on philanthropic gifts or other sources of alternative revenue to most effectively execute their mission at an affordable and accessible price. Creating strategic plans to help steer institutional resources and focus, in order to be effective, is a growing trend. Strategic plans impact various important facets of an institution such as its mission, values, academic and co-curricular programming, and its allocation of human and capital resources. This study provides a deeper understanding of how philanthropy influenced a strategic planning process, as well as what decision-making model is most likely to be used during this process and why. This study provides a clearer understanding of how philanthropy, strategic planning, and decision-making models intersect.

The purpose of this study was to address deficiencies in the literature by providing an in-depth view of how the constituencies of a four-year, private liberal arts college in the United States believed philanthropy affected a recently completed strategic planning process and how various decision-making models were used during this planning process. This study, conducted at a singular private liberal arts college, answered the following research questions: a.) How did philanthropy affect planning for capital projects within a strategic plan? b.) How did philanthropy affect the focus of current and future academic offerings (changes in majors/minors, the addition or subtraction of departments, and creation of new faculty positions) of an institution? c.) How did philanthropic considerations affect the organizational structure which supports the fulfillment of the strategic plan? Providing an analysis of whether philanthropy and strategic planning have a mutual impact upon one another, and how, from multiple points of inquiry provides a deeper understanding of the planning process and what decision-making model was most likely to be utilized in this process. The findings of this study provide higher education leaders, scholars, researchers, and practitioners with insight regarding the role philanthropy can play in strategic planning processes and how various decision-making models influence that process.

Collecting Data

Interview Site

Selective College is located in a quaint rural community and has an enrollment that ranges between 1,000 and 1,500 students. The physical plant of campus is in nearly pristine condition with several recently constructed or renovated buildings dotting the campus which has a mix of mature trees and recently added landscaping. The facilities

are congruous in their appearance and the vast majority of the major buildings and playing fields are connected by preserved grounds and walkways. The campus is bordered by many beautiful private homes built in the 19th Century, which gives the campus and its surroundings a stereotypical collegiate look and feel. As is typical with many small colleges located in small towns, there appears to be a strong alliance and interdependence between the community and the college. This shared identity was evident as many neighboring homes bore flags on their front porches promoting Selective College.

The visit to the study site occurred over a consecutive four day period in April 2012. Over the course of those four days, the researcher visited eight unique academic or administrative buildings to conduct interviews or collect materials. Each of these buildings was visited on more than one occasion during the site visit. On each day, three to six participants were interviewed at a time and location of their choosing. All of the 21 faculty members and administrators who participated chose to conduct the interviews in the privacy of their office. Two members of the Board of Trustees of Selective College participated via phone interviews that were conducted in June 2012.

Participants

A total of 26 individuals were invited to participate in this study with 23 responding affirmatively. Of the 23 participants, 13 were members of the faculty, eight were members of the administration, and two were alumni and members of the Board of Trustees at Selective College. A recent graduate, who had some level of participation in this strategic planning process as a student, was invited to participate telephonically but did not respond to three unique requests. The two other potential participants who were

invited to participate, but did not respond, included a member of the faculty and an administrator. A total list of key informants along with their gender, as well as what their role is at Selective College, is provided in table two.

Table 2

List of Key Informants and Their Roles

Administrator Anderson	Administrator	Female
Administrator Brown	Administrator	Male
Professor Conklin	Faculty	Male
Professor Hiner	Faculty	Male
Administrator Jones	Administrator	Male
Professor Kerrey	Faculty	Male
Professor Kirkland	Faculty	Male
Professor Lee	Faculty	Female
Professor Lyke	Faculty	Male
Professor Meyer	Faculty	Female
Professor Myrick	Faculty	Male
Professor Riggs	Faculty	Male
Professor Rupp	Faculty	Male
Administrator Sensor	Administrator	Male
Professor Sheffield	Faculty	Female
Trustee Singh	Trustee	Male
Trustee Tebon	Trustee	Male
Professor Tennyson	Faculty	Female
Administrator Watling	Administrator	Female
Administrator Wiley	Administrator	Female
Administrator Wilkins	Administrator	Female
Professor Will	Faculty	Male
Administrator Willmot	Administrator	Female

The faculty and administrators who participated self-reported a wide range of tenures with Selective College ranging from one and a half to 35 years of service with an average tenure of 15.5 years. Amongst the faculty participants, ten unique academic departments were represented with only two departments being represented by more than

one participant. Five of the six major administrative divisions were represented by at

least one participant. All interviews were conducted during standard business hours,

upon the request of the participants, with the earliest interview taking place at 8:30 a.m.

and the latest taking place at 4:00 p.m. The time of each interview ranged from 19:58 to

72:08 minutes, with the average interview lasting just less than 37 minutes. In addition,

58 pages of data related to the recently completed strategic plan which were provided by

the participants, or found by the researcher, were subsequently coded and analyzed.

Themes

Twelve themes were identified that are related to the three research questions, as

well as questions regarding the analytical framework and the perceived rationale for

completing a strategic planning process. The themes are identified in table three and

expanded upon in the following sections:

Table 3

Research Questions and Areas of Focus with Corresponding Themes

Participant Beliefs Regarding Rationale for the Strategic Plan.	- Business Practices - Case Statement
Participant Beliefs Regarding Which Administrative Decision-making Model was Utilized During the Strategic Planning Process.	- Feedback and Revenue Driven
RQ A: How did Philanthropy Affect Planning for Capital Projects within a Strategic Plan?	- Recruiting and Retaining Students - Enhancing the Quality of Programs - Donor Influence and Financial Considerations
RQ B: How did Philanthropy Affect the Focus of Current and Future Academic Offerings of an Institution?	- Core Program Not Influenced by Donors or Philanthropic Considerations. - Attracting Higher Quality Students and Retaining Current Students. - Value-added Programs were Influenced by Philanthropic

	Considerations
RQ C: How did Philanthropic Considerations Affect the Organizational Structure which Supports the Fulfillment of the Strategic Plan?	- Faculty and Academic Support Staff - Student Recruitment and Retention Positions - Development Positions

Background on the Strategic Planning Process at Selective College

Prior to the launch of the planning process, a visioning process occurred amongst a select group of faculty. According to a March 2, 2012 article in the Selective College student newspaper, the president stated in an open forum on campus:

> The strategic plan has been under development since the summer of 2009, when a group of faculty met to discuss the issue of "What is important for colleges in the 21st century?" The faculty then constructed a list of ideas that focused on improving the perceived value of academics and was brought to a workshop of different faculty members in 2010.

As described by the president in this newspaper article, and subsequently verified by various participants and documents surrounding the strategic planning process at Selective College, the process began in earnest in July 2010. The process began with a gathering of eleven faculty members, three administrators, and two trustees for a two-day retreat in a nearby city (Conversations on the Strategic Plan Document, 2011).

The following is a description of how the planning process culminated according to a summary document provided to the researcher by a study participant, entitled Conversations on the Strategic Plan Document (2011):

> We held meetings over two days, seeking to bring together the thinking of the work of the faculty and trustees over the previous several years as well as to look forward in addressing [Selective's] greatest needs and taking advantage of her greatest opportunities. In a wrap-up session we captured our conversations with a commitment to several key concepts:
> - Engagement: Demand Excellence
> - Reflection/Metacognition
> - Integrated Studies/Integrated Learning

- Alumni as a Strategic Advantage (Momentum)
- Technology
- Place - [Regional Focus]

Professor Kirkland was a participant in the July 2010 retreat and recounted their observations regarding which faculty members were selected to participate in that retreat and how the process subsequently unfolded.

> I don't think all faculty were necessarily involved or asked for input. So, just certain faculty were…asked if they wanted to participate and I don't even remember sort of what process it was, maybe it went through faculty senate which is our elected faculty body, and you know, they suggested names or they had to approve or vet the names. But a lot of times it just happens where the administrative just says 'okay these people.' So… I think they did a good job, obviously I was elected, …of picking a good group for the first round of conversations. [T]hey took us up, you know, we went up to [nearby city] and had …a one day retreat basically with a couple of the trustees as well. And so we all sat around and talked about, you know, what are the things that we think about that's important in the education at [Selective] and what direction do we want to go…so we identified these themes and…identified stuff that we thought would work and then it went to the president's office and then it came out and it was a little bit different, which is typical. [T]hat's fine I guess, you know some people were more upset about that than others like, well what happened to blah blah blah…that's what happens. [T]o me it's vague enough that it's the same…it had the same meaning overall and where it really matters is when people start writing checks and start hiring people.

Subsequent meetings occurred that summer and into the 2010-2011 academic year as a follow-up to the July 2010 retreat. A meeting in August 2010, as a part of an annual fall faculty conference organized by the faculty senate, provided the full faculty with an opportunity to provide early feedback on the findings from the July retreat. According to the Conversations on the Strategic Plan Document (2011):

> …we determined that spending the bulk of our time together discussing the strategic plan made good sense. Several of the faculty members who had taken part in the meetings in [nearby city] reported on those meetings and then faculty worked in groups to discuss additional ideas.

During this session, which was open to the full faculty, the themes and areas of focus that were identified during the July sessions were affirmed by the broader academic community.

The following month, the faculty senate reconvened with the smaller group of faculty who participated in the July retreat to discuss the initiation of subcommittee work focused on the themes that were proposed by this group and endorsed by the full faculty. According to the Conversations on the Strategic Plan Document (2011):

> We determined to start several working groups including one on integrated studies and another on off campus study. Both of these groups have working drafts of their ideas. Those present felt that including technology was important. Technology was to be included through a comprehensive report being drawn up under the leadership of [the dean of faculty at that time].

In January 2011, another meeting open to the full faculty occurred at a nearby country club to further massage the developing themes of the strategic plan (Conversations on the Strategic Plan Document, 2011). The previous list of themes had been boiled down to a more condensed group of five, with the following titles:

- Integrated Studies

- Civic Engagement

- Off-Campus Study

- Research and Development

- Staff and Program Support

Professor Meyer provided the following comments regarding the open faculty meetings that occurred during this process:

> [W]e're a faculty of about 80 or 90 right…and sometimes you feel like you see the same people all the time at some of these meetings…but I don't, I don't know a way around that right. I mean how do you…get people to be involved in it and it could just be that you know…as any, you know I'll stress any faculty member

at a liberal arts college where you're teaching a lot. Right, you're teaching load is high and you're doing research with students and you're in a ton of service. Sometimes you can't fit these things into your everyday…right, everyday schedule. But maybe, maybe one way would be, you know to…to involve different people on some of these…subgroups, right these ad hoc committees. So I mean because it's the same people on those too and I, I guess I'm not sure whether it's…that other people are…approached and they don't want to do it.

An additional town hall meeting was held the next month (February 2011) to further discuss these details with the campus community and also provide updates from the recent board of trustees meeting (Conversations on the Strategic Plan Document, 2011).

An administrator at Selective College, identified with the name Brown, described the early conversations about the strategic planning with the following:

For me the strategic plan is something that kind of evolved over several different conversations we had. This visioning statement that the trustees had, had kind of put together and, they wanted a strategic plan, which became kind of just a condensation of lots of conversations that we had over a period of time. Actually I think when it came time to actually writing that it seemed to come together really fast because mostly it was just building consensus with people on, on what direction we were going to go.

While there seemed to be consensus amongst the study participants regarding their ultimate support for the end product, there were different reactions regarding the way the strategic planning process was facilitated, including ways that participation by various constituencies could have been enhanced.

In April 2011, two meetings were held on campus with a consulting firm to discuss facility needs that would be reflected in a campus master planning process. As described in the Conversations on the Strategic Plan Document (2011):

The master planning firm made a presentation to the faculty on current and projected classroom space, enrollment, faculty positions, and facilities at [Selective] for the next ten years. This included a slide drawn from our strategic plan including items such as integrated learning, faculty-student engagement, academic excellence, off-campus study, and the [regional] initiative.

The consulting firm returned later that month with a modeled version of the campus of

Selective College "to engage faculty and staff in discussion about the design of our

campus and the location of our facilities" (Conversations on the Strategic Plan

Document, 2011). An administrator, named Wilkins, provided reflections on the campus

master planning process:

> It involved a lot of faculty. It involved staff I mean it was open to all people…to come in, and look, that doesn't mean everybody participated. But we did kind of keep it so that faculty and staff were a little separated because sometimes staff feel little stifled by faculty sometimes. So the staff needs were heard from over-hearing students, and how we interact with students. The faculty needs were heard regarding, you know, the number of classrooms available. The number, you know, the flexibility of the classrooms. Things along those lines. So all the constituencies were consulted and I know that group also came and met with the, the board of trustees in the fall meeting and talked about different things. I mean outside the new building going on [new business and science integrated learning center that was undergoing construction during the site visit].

> According to an October 22, 2011 story in the Selective College student paper,

the board of trustees of the college had met the day prior on campus to review drafts of

the strategic plan and "were charged with…discussing everything from wording to the

overall goals." The article continued:

> …the trustees [will] meet again to review and confirm the plan. During these coming talks, the plan will be deepened and clarified. Because the current plan lacks detail, it will be the job of those involved to add specifics, such as how exactly the plan will achieve the goals set up by the vision statement.

Trustee Singh, during an interview with the researcher, provided the following insight

regarding board involvement with this process:

> I think that…we, some board meetings as well as the retreat, there was a lot of discussion of conceptual framework. Having a limited number of goals and then making sure that all activities track back to that goal and to connect it. I think that it gave the board a sense of a unified direction. They started to frame their concerns and their requests along those, those lines in support of those goals and tried to connect things. I think that assisted not only in ideas of what we need to focus on but we need to finance and what we need to prioritize. I thought that

created a lot of internal discussion between the trustees…and I think, I think for some it may, it may have increased commitment.

At their February 2012 meeting, the Selective College board of trustees formally endorsed the strategic plan which had four core principles, according to the Winter 2012 edition of the Selective College Magazine. The four principles of the strategic plan for Selective College were:

- Student Engagement - "Build an environment that will promote active learning"

- Citizenship - "Inspire students to lead and serve society using democratic principles"

- Innovation - "Prepare students to solve complex problems"

- Vocation - "Guide students to discover meaningful careers and purpose in life"

In a March 1, 2012 campus town hall meeting, the president of Selective College outlined these four core principles to the campus community according to an article in the March 3, 2012 edition of the Selective College student newspaper. The article summarized programming and initiatives under these four core principles as providing the road map for the college over the next five years.

The president of Selective College also spoke at length about a 15 year campus facilities master plan, whose priorities mirror those of the program identified through the strategic plan. The summary of the master plan as recorded by the March 3, 2012 edition of the student newspaper included the following:

- Continued progress towards completing a new integrated learning center for

  business and science, a $40 million facility that will be completed during the

  2012-13 academic year.

- Re-designing the library into a learning commons with space for interactive

  learning and engagement amongst students, faculty, and staff.

- Combine the performance and fine arts into one unified facility.

- Replace the current science building with a new student center which will provide

  a central location for student-centric support services, as well as an upgraded food

  service facility.

- Replace outdated residence halls with new ones and provide additional

  opportunities for intimate Greek life housing experiences.

While there was unanimous support amongst study participants for the outcomes of

the strategic plan, including the campus master plan component, a common critique of

the process was the lack of a consistent group of representatives from various

constituencies who shepherded this process through from beginning to end. Professor

Myrick summed up this critique best by stating:

> …one of the things [that is] troubling, it's been such a long process and there
> hasn't been a core group of people that have put together the strategic plan.
> Right, there's been just all kinds of subgroups and…faculty meetings but there's
> not been a core group, a core representative body that I know of anyway, that has
> taken ownership of this.

When asked by the researcher why they felt having a core group would be a benefit to

this process, Professor Myrick continued by saying:

> I think you get consistency. Then you get, I think people aren't just, faculty aren't
> just giving input. But some faculty are in a position of listening to the input,
> massaging, you know shaping the overall ultimate plan. Right, in a way that you
> know if, you know if Jane Doe is doing this, you know, and I look at this outcome

and I can, you know, I'm like 'wow, that doesn't sound like us at all.' Then I can go to Jane Doe and I can say 'what were you guys thinking?' you know. You know, and she can tell me and I can go 'oh, that's bull shit' or I can go 'oh, okay I guess I can sort of see how, how you got there, I just wasn't in the loop on those conversations' or whatever. And so, I mean I think that really helps with if you really want people to rally around the flag when it's time…that kind of ownership is pretty big.

An outcome of the overall strategic planning process at Selective College was the framework for a comprehensive fundraising campaign necessary to raise funds for the creation of new programs and enhancement of existing programs, as well as to make key investments in the facilities of Selective College, as identified during the recent planning process. During the site visit, preliminary plans for a pending $151 million comprehensive campaign were being discussed as a follow-up to the strategic planning process. Priorities for the campaign were broken down in campaign planning materials and were loosely aligned with the four key principles of the strategic plan. Three campaign planning drafts were provided to the researcher by participants. These drafts provide insight into funding priorities identified out of the planning process. The diagram below identifies funding priorities and opportunities for each of the four key principles and corresponding price tags.

Table 4

Key Principles from Strategic Plan and Corresponding Campaign Objectives

Student Engagement	-	Student Center - $23 Million
	-	Student Accessibility & Excellence (scholarships) $10 Million
Citizenship	-	Interdisciplinary Academic Programs - $22 Million
Innovation	-	Endowed Faculty Chairs - $15 Million
	-	Presidential Discretionary Fund for Academic Excellence - $6 Million
	-	Fine Arts Facility & Collaboration - $11 Million
Vocation	-	No specific campaign objectives identified for this principle.
Not an Identified Key Principle,	-	The Center for Science and Business - $42 Million

but a Campaign Priority   -   Technology - $3 Million
-   Endowment for the Campus (grounds and maintenance)
-   Annual Fund (unrestricted support) - $12 Million

Although potential funding priorities for a pending fundraising campaign have been identified, it was made clear during this research that the strategic plan was intentionally vague in some areas in order to be flexible for emerging trends in higher education and for unforeseen opportunities with donors. Professor Rupp provided language that summed up the sentiment of the campus community on this topic:

> Yeah, I think a smart, a smart plan has enough…detail to get people interested but enough…flexibility so that potential donors could say 'you know, I can't see how what I'm really interested in fits in there' and so maybe be [less likely] to donate. So, you know I think that was a challenge, to write a plan that had enough meat to be meaningful and the flexibility to still…you know be open enough, right. It wasn't fully flushed out. It wasn't a closed deal or closed door in that sense.

An administrator, identified by the name Watling, concurred by stating that "our strategic plan is incredibly general. It, it is a big tent document. We have not got down into the weeds yet, about what's going to be funded."

Professor Will agreed that while the plan is broad enough to be appealing to a broad pool of donors and allow flexibility for unforeseen opportunities and challenges, the planning process does reflect the needs of the institution:

> The strategic plan that we came up with is pretty broad. So I mean we want to be better academically we want to continue to engage students in interesting ways. We want to be stronger…we want to attract better students, we want to be, we want to charge students…as we get better a price that's commensurate with being better or being perceived as better. So I don't really know there's anything specific that disappeared because it's so broad. …in many ways the strategic plan represents what we have been talking about for a long time…as an institution.

Administrator Wilkins summed up a general statement made by many participants that while there was some disagreement about how the process was carried out, the process was healthy for the institution by stating:

[D]uring this process I mean there, there are things that have come to light that you, you hear people say and it's like, '[I] never thought about that, yeah.' You know one point in time we were with a group of trustees in [nearby city] and talking about the way things you know…the way things are here and somebody started asking us about well how do they do it at other schools? And you know it became just almost painfully evident at that point in time that on, at certain levels we were incredibly isolated. You know so we were called provincial and that was an interesting feeling.

Understanding the process involved with creating the strategic plan at Selective College is important to know in order to fully appreciate the outcomes of that exercise. As described, this process occurred over a year and a half time span and involved a number of individuals who represented the faculty, the staff, and the governing board. The organization of the process ranged from small working groups of faculty and trustees to large campus town hall meetings. For some observers, how the process was carried out impacted their beliefs about the power and validity of the final plan. Before answering the three research questions, it is important to also understand perceptions and beliefs surrounding why the strategic plan was created and which decision-making model created the analytic framework within which it was designed.

Findings

Participant Beliefs Regarding Rationale for the Strategic Plan

The discussion regarding why it is important and helpful to conduct a strategic planning process is an important one. Two themes emerged during the research process regarding the rationale for the recently completed strategic planning process at Selective College. The most commonly stated theme was that the primary rationale for instituting the recent strategic planning process was to review and improve the college's business practices and to budget for the future. The other theme stated that the primary rationale

for instituting the recent strategic planning process was to create a case statement for a pending comprehensive fundraising campaign.

Revised business practices in response to environment. While beliefs around the rationale for the recently completed strategic planned varied, many respondents agreed that the driving force behind the timing was in response to the recent economic downturn and the impact it had on family incomes, which affected their ability to pay tuition, and reduced endowment earnings. Administrator Jones referenced this impetus for undertaking the strategic planning process when they stated:

> [W]e got really serious about business planning right after the economic down turn. Right so the economic down turn came late in what 2008, early 2009? You get the idea. So the summer of 2009 we had a task force get together and we said…let's presume this sticks around a while. We cobbled together the budget for next year. You know we said 'gee, maybe we're going to have to not make payments to [employee retirement funds],' well that didn't have to happen. But you know it was a possibility. We had a whole series of contingencies some of which we had to exercise some of them we didn't. And we said alright instead of, instead of doing this ad hoc here, let's come up with a long term plan.

Professor Riggs, who participated in early formative meetings, reiterated the impact the financial crisis had on instituting a plan:

> [M]y timeline may be off by a year but 5 years ago when we, when we first began to realize that there was a…crisis coming because it hadn't actually hit yet but we were beginning to anticipate ways in which we could address where we were. [The president of the college] pulled together a bunch of faculty over the summer.

What began as a response to realized and pending financial concerns, evolved into a process that analyzed what Selective College needed to do, regardless of budget, to become the type of institution that they strived to be. Professor Sheffield described this evolution in thinking:

> I was actually a part of one of the first summer groups. That was going on where, it actually…I think the group got together because we were worried about the economic situation and long term planning. So we were talking about what

happens if we don't make our numbers. You know, what's going to happen financially for the college what are some of the long term strategies that we can use to try and put ourselves in a better position. You know, kind of work our way through that. And then from there it kind of snowballed out of what do we have to do for potential financial and economic reasons in to what might we want to do anyhow, even if we are not in a bad financial position.

Regardless of the impetus for this process, one of the believed rationales for the recently completed strategic planning process at Selective College was to create a set of priorities for the strategic expenditure of human and budget resources, in order to encourage increased generation of financial revenues for the college over the next five years and beyond. Trustee Tebon described the creation of this plan as serving as a business plan when they stated:

> [W]e focused a lot on creating a vision statement for the college. One that looked out into the future and, and the natural sequence of events, at least as [we] saw it and certainly [the president] saw it as we discussed these things, to…create a strategic plan and then around that a 5 year business plan…within, within the strategic plan and…and then with more graphics and details on how to get there.

Administrator Jones provided additional insight regarding the business model rationale for the strategic plan:

> [W]e think we're a pretty good institution. At times we've had a very good reputation but the market right now is saying that…in order to attend your institution you need to discount somewhere between five to ten thousand dollars more than other prestigious liberal arts colleges in the area. And so the determination made is that we've got to move as quickly as we can to develop the…perceived value that's equal to those competitors and in this economic down turn they may have to drop their price back by two or three thousand dollars but we can still increase ours by five and still be less than they are. Which is to this day the driving force of the, of the business plan is that if, if we can get an academic program to match everything else on campus that…that we should be able to collect say five thousand dollars more per student. On a 1,500 student basis that's seven and a half million dollars and you keep cycling it back to us, there's no way that we're going to raise the gifts that will grow the endowment to generate seven and a half million dollars a year. So what we're trying to do in, in all of our campaign activities, all of our strategic planning activities is increase the perceived value of the institution and presume that that will generate tuition revenue.

90

The fact that a strategic plan can also serve as an important road map for an

eventual succession of new institutional leadership, provided additional evidence that a

major rationale for this process was business planning. In referring to the strategic plan

and master planning documents, Trustee Tebon stated:

> [T]hey're functioning documents for the institution. But, you know the board
> made a pretty strategic decision, which you'd think would be obvious but it isn't
> always obvious. You know there's a tendency in businesses and in colleges
> sometimes too to find a president and…let the president sometimes take you in a
> different direction or, or you know you get sold on [their] idea of doing things.
> And [the president's] vision when [they] came was really aligned with where we
> were at the time which has been good when it's consistently aligned. But we felt
> [a] strategic plan and [a] business plan gives us an opportunity in the future you
> know when [the president] would leave…to make sure we hire the right next
> individual who, who will understands our strategic plan, understands our vision
> and is consistent with where the board wants to take the institution.

Case statement for pending comprehensive fundraising campaign. Whether or

not participants of this study agreed that providing a road map for a soon to be launched

comprehensive fundraising campaign was a driving rationale for undertaking the strategic

planning process, it was agreed that having this plan finalized would be helpful for future

fundraising efforts. Trustee Singh described a recent gift secured by the college and how

they believed the new plan would help secure additional gifts by providing

accountability:

> I think one of the changes we've had with our strategic plan is a real focus on
> measurement and milestones to identify progress…and a commitment to that. As
> a result of that we also had a donor, I believe, who had some specific
> requirements in terms of performance and allocation on a gift. And I think that
> was a further support that we were directionally sound.

Professor Lyke went further by stating that a fundraising campaign was an intended

outcome of this process and influenced it. When asked, Professor Lyke described the

role that campaign preparation played in the planning process:

I think that has been a significant factor in, in the whole plan. When you look at the brochure I can see the finger prints that were people in development and, and people I know what their interests are in, trustees and so on. Yeah. So to some degree the plan certainly reflects what would be attractive to alumni and significant donors and that very much includes trustees, some of them are significant donors, not all. So yeah, those are connected clearly.

When asked a question regarding whether a fundraising campaign was always an intended outcome of the strategic planning process, Trustee Tebon responded:

> ...most colleges like us we always need money. Our goal really at the outset, we weren't really, we're primarily focused on raising funds for…the new building, for science and business and then out of that…the logical next step to make as we develop the strategic plan we said 'well, okay what else do we need…around the building, in the building, on campus?' That makes sense to make our goal which, which is integrated learning, grabbing this niche…the four key elements in this the strategic plan a success and that takes money. It takes new money. So it started with a logical step we all knew we needed a capital campaign, the details [and] the amount. Some of it came out of meetings we've recently had with donors and whatnot because, you know, you can't raise money if donors aren't interested in giving to what you think they should give to. You know, make sure you match those up. So what's encouraging to me…is during that process our, our alumni and our interested friends are, are excited about, about the key elements of our strategic plan are excited about this integrated learning intersection and…so those things…are aligned well and, and…I'm pretty optimistic about the goals we're going to set for our capital campaign to be met and…all that is geared towards…[the] key elements in our strategic plan.

Trustee Singh also cited the recently completed strategic planning process as providing the foundation for a campaign by providing donors with a blueprint for the future of the college and how their investments were integral to that future.

> We have been blessed with…some very, very generous donors and many of the donors are doing it for their commitment and love of the institution. But many of the donors achieved their success by running businesses and understanding the value of a strategic plan and with some of our ambitious growth plans they were looking, they were asking for that. How, how does this all fit? You know 'give us a strategy [so] that we understand the investment. Yes we want to, we're committed to helping the college but show us it's going to be more than just…a commitment of blind faith.'

Administrator Anderson described their involvement in the strategic planning

process and how their role was to help massage language for the purposes of presenting it

to external audiences:

> …we knew the strategic planning process would roll us into a campaign case statement. I really, kind of played [the role of] an ex officio reviewer of the strategic plan…and helped answer questions as it related to how this would look to an external audience. [As well as], how could we roll this into a campaign. So really thinking about how this piece would launch us forward for the vision for Selective College [and] how…it also runs parallel with a campaign.

The important role that campaign preparation had in the planning process was re-

emphasized by Administrator Wilkins:

> The fact that there's a capital campaign going alongside the strategic plan does not, is not a surprise. [T]he strategic plan was done so that we kind of had a…goal…or at least [an] influence [on] the goal of the capital campaign. It also kind of identified the pots of money sort of speak that the capital campaign would fill. You know what we would be looking to raise money to support. So…they went hand in hand that way.

The belief that the strategic plan was influenced by campaign planning and/or

initiated to provide the road map for a pending fundraising campaign was universal

amongst participants. What the next steps were, now that the plan was complete, was

unclear. Professor Rupp most effectively conveyed uncertainty regarding how a

campaign would help make the strategic plan a reality by asking the following rhetorical

question:

> I don't understand as much about how it's being utilized or executed as something that's in the hand of development people as they go on the road looking for donors. Is this something that's brought to private donors who are alumni of the college? What's the approach to attracting…grant funding from corporations versus just tapping alumni? I guess the follow up on how the strategic plan is being used in the capital campaign is something I would like to know about. I know its early days yet but…you know some sort of ongoing…communications about how that process is developing. That would be, you know, interesting to me and I think most of the faculty as well.

In summary, the recently completed strategic plan at Selective College had two major outcomes. The first outcome was the creation of a roadmap by which decisions regarding personnel, budgets, and facilities could be compared against. In particular, making investments in personnel, programs, and facilities that would increase tuition and gift revenues was a main driving point of this business plan. Another outcome was the framework for a case statement for a future comprehensive campaign effort focused on budget support, endowment growth, and facility enhancements. While it is clear that tuition revenues are seen as having a more immediate impact to the bottom line, having a menu of opportunities to steer donors' interests to the priorities of the college is important to gaining increased philanthropic support focused in the right areas. Although participants may have disagreed regarding which outcome was the driving force and impetus behind initiating the strategic planning process, it seems as though the business plan for the college and the early case statement draft for the upcoming fundraising campaign dovetailed with one another quite well.

Participant Beliefs Regarding Which Administrative Decision-making Model was utilized during the Strategic Planning Process

The previous section described beliefs as to why the strategic planning process at Selective College was necessary. It is also important to understand what analytical framework was utilized in reaching decisions during this process. The collegial, political, and bureaucratic models previously described offer a wide range of philosophical viewpoints regarding how decision-making takes place. Having an understanding of how decisions were made provides insight regarding what level of engagement and buy-in constituents of the college had over this recently revealed road map. Having an increased

sense of ownership in the plan should lead to increased investment from important constituencies, such as donors.

Based upon interpretation of collected data, while there were hints of bureaucratic and collegial decision-making model utilization, the decision-making process at Selective College did not truly conform to either option. Based on information provided by the participants and gathered from key documents, there was very little evidence of the use of the political model. The theme that arose in regards to this research question was that a feedback and revenue decision-making model emerged. While collegial-like feedback was encouraged given the model of shared governance that exists at Selective College and the use of town halls to encourage campus dialogue, participants believed that ultimate decisions were made by senior administrators and the governing board. The focus on maximizing revenue, whether via philanthropic support or increased tuition, was a driving force in forming the final draft of the strategic plan. In essence, a focus on providing opportunities for feedback but leaving decisions to senior administrators and the board was at the heart of the decision-making process, as well as the need to base decisions around opportunities to maximize revenues.

Study participants spoke to the fact that Selective College has a longstanding practice of embracing shared governance and striving to encourage collegial dialogue. According to Professor Riggs, "[W]e got a pretty heavy commitment to faculty governance. [W]e are more faculty governed than just about any place I know. Which means that we spend an inordinate amount of time in committee work." Professor Will described the formal structure that is in place to ensure that shared governance is honored:

The faculty senate is one of two elected faculty committees. Faculty senate and a grievance committee are elected. The faculty senate selects all of the other committees. Personnel and probably for this purpose the FIDC, the Faculty Institutional Development Committee, which is the sort of budget committee.

Administrator Jones added additional detail regarding the role of the faculty senate:

…if you look at the job description of the faculty senate it says that the faculty senate is to advise the president on the appointment of ad hoc committees. [A]ctually all the standing committees are appointed by faculty senate…and then they advise the president in the appointment of, of ad hoc committees and… all of those committees. That may be an exaggeration of lots of committees but major committees that got together and talked about items that, that we listen to and eventually discerned the plan for those conversations.

Professor Lyke served as a member of the Faculty and Institutional Development Committee (FIDC), which was appointed by the faculty senate, and provided insight regarding that committee's influence on policy and budgeting:

I've been a member for several years now of the [FIDC] which is really our complex name for what mostly is the budget committee. We deal with resource issues and so on. And in this current round of strategic planning members of that committee along with faculty senate a couple of years ago went to [nearby city] for a retreat where some of the trustees dropped by and then where we had some extensive conversations about things related to strategic planning and fundraising and a variety of things [regarding] where we're going. One of the outcomes connects to our change of calendar and…the other outcomes are the kinds of things that have shown up in the brochures that define some of our key fundraising goals and strategic planning. So I was there at the beginning of that then at various points [the president] meets with FIDC and talks about some of these kinds of issues. [P]robably the most noticeable features…of FIDC are we review all of the academic requests for new funds. We just finished doing that for this year and make recommendations to the administration on to the degree funds are available for reallocation or increases, here is what our priorities are from the view point of the faculty committee. So it's one role. We have several funds that we essentially manage.

Apart from standing committees whose membership is selected, or at least nominated, by faculty peers, there was a reported practice of informal solicitation of ideas and feedback by senior administration, specifically by the president. Professor Kerrey

described one of the techniques used by the president to inform and, in return, seek

feedback:

> [T]he method… that [the] president adapted is that apart from these working [they] always had what we call the town hall meetings. I think there is one very soon. [The president]…has been traveling a lot and [they] want to have a town hall meeting with the faculty. So [the president] does that…has town hall meetings with the faculty and communicates with them all that's going on.

Professor Lee elaborated further regarding the informal ways the president has sought to

provide opportunities for communication on various topics at hand, including the recently

completed strategic planning process:

> I think this is one of the good things I would say about [the president's] approach. He's really very keen on…sort of you know keeping the faculty and the various constituencies…up to date about what's going on. If anything sometimes we feel like we hear it so much, but you know that's, so he's erred on the side of saying more, more often. [H]e's been holding these town hall meetings you know and…I think that there has been, and he's a very accessible person you know. He likes to just kind of walk around and talk to people and all that. So I think that, that those who had particular ideas about things, I think there were plenty of different opportunities for them to actually give feedback.

The commitment that Selective College has demonstrated to providing an

environment for collegial conversations and shared governance was best summarized by

Professor Meyers who stated:

> I think even if I wasn't involved in the ad hoc committee, that information did reach the rest of the faculty for their input. [S]o the way… this governance type thing works, right, there's always some sort of subcommittee to generate some ideas. Right, and take that to the entire faculty as a whole and so I think… that if a faculty member feels like they weren't involved in the process it's probably that they didn't take the opportunity to do some of this, right? … I always felt, you know, I think this is important,…as a faculty member in my first year even my second year I felt like my voice mattered. I felt like I could speak up. And I think that's part of the reason I came here because…it really is a democratic…society among the faculty and I think that's really important if we are saying that this plan is what the faculty want right and that's how we're going to design our campus.

Evidence of bureaucratic decision-making model. There was a feeling from some participants of this study that the latest strategic planning exercise at Selective College was an example of a departure from the collegial form of administrative decision-making that they closely identify with this institution. Professor Hiner describes what they interpreted to be a process in which faculty input was either not closely listened to or one in which the outcome was pre-determined by the board.

> When you go to a meeting and there's lots of different voices, everyone gives a different weight to the different voice and we would come out of meetings and administrators would say 'well this is what we heard.' It wasn't always what I heard,…I heard what they heard, they heard what I heard, but we somehow didn't place the same emphasis on the same voices. So…there was often times when the administration and the president would say 'well…this is what the trustees want to do' and you were never sure…which trustees or why they want to do that. But there's obviously going to be those kinds of communications issues whenever one group talks to another group via a middle group.

Professor Kirkland provided a similar yet different perspective regarding what they determined to be bureaucratic attributes of the planning process.

> [W]ho determines our priorities? Some of those probably come from trustees. Trustees talk to the president. The president talking to the business office, talking to development office, right, and so it seems like those are probably identified at that level. And then, feedback or input comes from the faculty and sometimes they, they ask for that and maybe…suggest directions that trustees and administration can go, but more often, and maybe this is just a bias from a faculty perspective, it seems to come from the top down rather than the bottom up. But I really did think they tried and involve people in that and so for instance the idea of a fine arts complex, I think that's something that faculty have wanted for a long time. A new science building is something we've…wanted for a long time. So, you know, eventually it gets at that level. The idea of having it being a combined science and business building I think that was totally from the trustees and administration.

Professor Conklin described the process as being one where there were many opportunities for input, but that the end result, while positive, was driven from the top down.

I think there were a number of…times when this information was…discussed. …[B]ut for me it was, it was almost more about 'okay here's what we're going to do kids.' And less about 'what do you want to do kids?' So [the] number and kind of opportunities [were] certainly sufficient. I don't think anybody is, is going to…quibble or question…what the guiding principles are. I don't think…anybody particularly wants to fight about those but, but I think in some cases a view might be that this came more from the top down rather than from the bottom up and…that just may be the way things are.

Professor Lyke provided a rare point of view that the planning process was not discussed with faculty as often and as broadly as it should have been given its importance and the impact of its proposed outcomes:

[Y]ou could probably find faculty here who aren't quite sure what the term strategic plan means. 'Did we do that?' And, 'I heard something about that.' '[The president] talked about that in the January faculty meeting'…I don't [know]… if that's what you would hear. There hasn't been a lot of talk about it, far less than you would normally suspect at a small institution where presumably something very big is going on. People would say 'yeah [the president] has been talking about a project that would lead to academic excellence and we've been hearing a lot about that and, and some things have gotten funded.' That's fairly known. But the idea that there's a whole coherent plan is not thought about much. Not talked about much. Not known much.

Challenges to implementing collegial decision-making model at Selective College. While some study participants felt that there was little opportunity created for them, and their colleagues, to provide input into the process and subsequently influence the outcomes of the recently completed strategic planning process, the vast majority of participants felt that the process was overall collegial in nature. Others stated that while there were opportunities for input in a collegial way, a more structured approach would have been preferable. Professor Lee was among those that felt that there were ample opportunities provided for input:

I feel like there was quite a lot of discussion. I mean…we have had several kind of occasions where we have, you know the faculty, has gotten involved in trying to sort of think about what it is that we want to do and, you know, the direction of

the college and all that. And there were actually some people who kind of feeling exhausted by thinking, you know we've just done this a lot, you know.

Professor Tennyson concurred with these sentiments by stating:

> [I]f I use like the campus planners when they were here last year, [for example]. There were times set up where every department had an opportunity to go and listen to the planners or to have individual meetings with planners… if people wanted to they could be as involved as much as they wanted to…or not. …I think the whole process has been a pretty open conversation. You know, starting five years ago and… maybe people who think that it hasn't been that open just didn't connect the dots as we were moving through. I don't know if that has to do with the kinds of committees that you're on, how closely you paid attention to what the president and what the trustees are saying when they're on campus. But I mean again from my perspective I feel like it's been a very open process.

Many study participants, while feeling as though the process was overall collegial, felt that there were issues with internal communication around the process that would have helped the campus community feel more ownership for the plan and its outcomes. Administrator Sensor provides some rationale behind this issue,

> I look at last year, starting July 2010 and go…to [the] next July 2011, we were on a good pace. We had these series of meetings and, and I think there was good intake of ideas… so, a lot of good back and forth communication among faculty and staff, we brought staff in at various points. Then this last fall,…we sort of hit a moment where we had, we felt we needed to make a decision. …I would say the down side of that was the internal conversations kind of stopped. And, it was turned into…a mostly externally focused document.   And we've taken it and we've used it for…those purposes. I've presented it, let's see…one, two…three… at least three…um…no four, ah, alumni events. Ah, we presented it to the trustees…and I know [development] staff have taken it on the road. I think in a way what we need to do is figure out how we're now gonna, you know, come back to some of these things [with] the internal audience and reboot it now that we've hopefully [done] a decent job of getting it out to the external audience.

Professor Sheffield, who was in on early conversations, described some of the murkiness that occurred concerning the strategic planning process in its early stages and how the lack of communication was possibly perceived by the faculty who were not invited to participate.

People who were involved in [the summer off-site initial discussion] seemed to know what was going on. But informing the rest of the faculty after we got back from the summer…"oh hey by the way the last 3 months some of your colleagues have been meeting and talking about these things" I think some people had the idea, right or wrong, that it was just their opinions were excluded. But I don't know that, I don't know that we could have had some sort of open forum and had everybody contribute and have it been really productive in a short period of time.

Administrator Wilkins provided additional perspective around internal

communications concerning the planning process:

When I think about that I think what we, who we've heard from and where we've heard it and when we've heard it. And as it was evolving we didn't hear much about the plan as a whole. I was on one of those groups so I was involved and I was aware and I was informed…but other people that I worked with didn't necessarily know exactly what we were talking about at that point in time and that, that didn't come out until…you know [the president] would have a town meeting or there would be an update email that was… a massive email that you'd get that would kind of walk you through the 14 talking points at the time.

Professor Kirkland emphasized that while it likely would not have changed the outcome,

additional opportunities for input and regular updates would have been appreciated and

well-received.

I think the plan's fine. You know…I think the process was okay, again I just think there could have been more iterations, more feedback, more back and forth, right? Too often it's 'hey what do think, this is what we think' and then you don't see anything until the final thing shows up. So, and then you know it's really changed dramatically so the conversation with faculty is sometimes kind of one sided, so more back and forth.

Professor Will indicated that having formal structure in terms of representation on

representative committees provides greater opportunity for consistent and meaningful

communication around ideas and policy.

I had the opportunity to talk to board of trustees members when I'm on the [faculty] senate…a couple of times a year and I think those interactions are incredibly valuable. They're valuable for me as a faculty member and as a senator because you know the trustees have a different perspective on things. They're alums, they have a long term tertiary responsibility, the college is their charge. You know they really have a different view of things. And when I talked

with them I learned things that I wouldn't learn other ways. And I would like to think when they talk to me and other faculty members they get a beginning sense of what it's like to be sort of on the ground now. So I think those interactions are valuable and far too few. I mean, I think having more formal or informal opportunities for board members and faculty members, maybe staff members too, to interact on a regular basis would be really valuable for everyone and we don't do that.

Many study participants felt that having a strategic planning committee would have provided the opportunity for campus to not only own the plan, but help shape its direction and future. Professor Myrick concedes that while input into the plan has been welcomed, having a representative committee steer the plan would have allowed more of an opportunity for campus constituencies to put their fingerprints on the plan.

There've been many opportunities to give input. I don't know how many opportunities there have been for faculty, in particular, to help make decisions and weed through the input but there have been many opportunities to give input. And I don't know that that's, sometimes that's the illusion, the illusion of influence more than it is actually having influence. I think we should have had a steering committee. I think we should have had a defined group of people…that's consistent, that was not, that didn't change you know over time. That, that could be held accountable that people, that I could go say 'hey Joe, you know, tell me what's going on with this group' or whatever but it doesn't feel like we've had that. I mean, I'm usually pretty in the loop around here. I mean I just don't think we had that.

Professor Riggs expressed some concern that the lack of a committee resulted in less faculty input and control of the process and a greater opportunity for the administration to independently interpret and formalize the findings that created the final plan.

I think the lack of continuity has made us more defuse. I will say that from our administrator's point of view that might be a better thing. Because what is does is it allows them to control the conversation and I, and I don't, I use them there as if there's an opposition, there's not really an opposition but there is a difference in jobs. That you know if we, if the faculty feel like…the governance is ours, which we do, then one of the things on this campus is that administrators have to be in sync with the, the faculty and if there is a diffusion of these sort of duties and conversations then it allows the administration to come in with the final word and

say well this is what I'm hearing. Because we are not actually talking to one another… so when [the president] says this was generated by a faculty discussion and discussion with the trustees that's absolutely true. And he was in on, or the dean was in on, most of those conversations in various ways. If what he, what he means by that though is, what most of us would want is a real Quaker model of going to the meeting house and just talk and get consensus. You know it didn't happen that way.

Administrator Jones while indicating that the creation of a planning committee would have been good for enhancing internal communication, it likely would not have altered the outcomes of the process and, in their opinion, would have limited the ability for the plan to be nimble as new ideas evolved.

I will probably always wonder if we should have…after two or three years we could have created something that we called the strategic planning committee. And it could have held hearings and…I don't know that they would have gotten different or more input. Maybe they wouldn't even have got as much input as we did by doing things very…loosely, very organically with lots of different groups that were never called strategic planning committees. But at least the perception at least would have been 'oh yes, that's the damage, I got to say my piece about the strategic plan.' I think that there was so much discussion going on in so many different venues that, and also informally, that collectively there was far more information that went into the plan than if we…had been structured.

Administrator Anderson agreed that a formal strategic planning committee structure, incorporating various internal and external constituencies, would have been beneficial and felt that it should have been led by a faculty member.

I think we should have had a faculty member…because then it's not a top down. It's a very…grass roots strategic plan. [A] faculty member given course release to manage it…[and] various different,…representatives on a larger committee, a strategic planning committee. [Y]ou [would] have trustees, you have community members, you have friends, you have donors, you have faculty, have students all serving.

It was noted that little opportunity was given for input from staff and students. Although it likely would not have changed the outcomes, giving them more opportunities

to participate would have improved the process. Administrator Brown commented on

staff involvement.

> I think [the] faculty was more involved internally than the rest of the staff…much more involved. I don't think…we probably involved administrative staff as much as maybe we could have. And so when we were all done I think on the administrative side it was mostly a presentation to administrative staff and I don't think that's, I don't say that as a negative thing. I don't know that they…they needed to be much more involved…it was mostly done between the senior staff, the board, and the faculty.

Administrator Wiley concurred, and elaborated on student involvement by stating:

> I think from the student perspective, the [board of trustee's perspective], VPs, professors and administrators, every group of, was involved in some kind of way or another. I think internally, there might be groups that think they should have been involved more, that always happens, I think that's predictable…maybe students could've been involved a bit more, but I don't think students are complaining about that.

> Trustee Tebon most effectively summarized the feeling that had there been more

attention paid to creating a representative group whose task was to 'own' the planning

process and serve as representatives from various constituencies, then many of the

concerns regarding ineffective communication around the plan could have been avoided.

> I generally think the communication at the college, and I think this is typical of a lot of colleges,…takes place in pockets. Sometimes communication is inaccurate in those pockets. I don't think we've done a good enough job quite frankly of assembling the right people together with the president and maybe with [the board], with other people so they at least hear from us, you know, what we interpret these documents to say, what they are, and where we're going. We could have done a better job of that. I think we did a good job trying to engage the faculty and certainly some outside constituents as we developed the plan. I mean could we have done more, sure. But I think that we were, we probably didn't have to do as much because we felt the faculty was really aligned on this integrated learning thing since it came from them. As we've gone through the process we got some push back from certain elements of the faculty that you always get push back from. I think there's always 20% in any organization that says you know I don't want to, I don't want to change. So, I guess I'm giving you a 'it depends' answer, but it really does. I think over all we did a good job. Could we have done better? Yes.

In addition to providing thoughts regarding how the strategic planning process

would have been more collegial and collaborative, some participants provided insights

regarding how they believe recent economic stresses and a change in culture could lead

Selective College, and similar colleges, to be less collegial in future years in order to be

more nimble and able to move quickly. Administrator Sensor addressed what they see as

a possible change in normal practices:

> This college is more democratically run than the one I came from. Not to say the
> one I came from was total oligarchy or something but just that there was a
> continuum. But, I actually wonder if even this institution is moved to
> be…slightly less democratic. [E]verybody has to have a say and everything
> to…get your voice heard but then…the appointed people make decisions, I think
> probably it's moved over in that direction. I think it is [because] these are
> different times. …I was…just a regular faculty member at a liberal arts college
> doing what I, looking back now I see it was just a wonderful time. The stock
> market was going up and everything was great, and seemed like a real…stable
> and…enriching place. The pile seemed to be getting bigger and now I think
> we're all… struggling and that is different.

Professor Conklin concurred that the way planning processes are conducted is

changing. However, they viewed this change as likely being the result of an increased

focus on and investment in the administration of higher education rather than the result of

recent economic worries.

> I sort of grew up and then began teaching in an era where when we talk about
> strategic planning the faculty thought, whether rightly or wrongly, that it should
> have a major role in the planning and implementation of any plan. I mean the
> world has changed and so you know in the last 35 years I think, and I don't mean
> this as a negative comment, but I think a lot of…college and university
> administration has become both more professional and perhaps more corporate.
> So I suspect that for many of us who sort of long for the good old days, if they
> were the good old days, that we're not going to have that kind of direct input into
> the process. So, at some level, those folks who were basically…making the final
> decisions may in fact tell us what's going on and you know give us some idea
> and…some input into that process. So, I think a lot of us then would like to say
> 'well I think building A should be a higher priority than building B or I think we
> should do this instead of that'. I'm not sure in 2012 that's really going to be
> realistic for many colleges and universities as they move forward.

While evidence can be found supporting the use of the collegial, bureaucratic, and political decision-making models; none of these models in their purest form served as the basis for the decision-making model for the strategic planning process at Selective College. Rather, a model that encouraged feedback from various constituencies but with decision-making authority resting with institutional leadership emerged which also placed importance upon making decisions that lead to maximizing revenue. As stated by some participants, a possible sense of urgency due to economic pressures and a change in roles for faculty in the governance process may be leading to a new form of decision-making in small liberal arts colleges planning processes which allows for input and buy-in but final decisions rest with senior administrators and boards.

Research Question A: How Does Philanthropy Affect Planning for Capital Projects Within a Strategic Plan?

Three major themes were identified during the research of the recently completed strategic planning process, in regards to this research question. The first theme states that ongoing and planned capital projects were impacted by donor influence and considerations, as well as other financial considerations around the cost of construction. The second theme states that ongoing and planned capital projects were focused on recruiting and retaining students of higher academic quality. The third theme states that ongoing and planned capital projects were focused on enhancing the quality of academic and co-curricular programs by creating unique niche spaces.

Selective College's strategic plan included an aggressive building program focused on a new science and business integrated learning center (which is under construction), a new student center, a renovation to the library to create a learning

commons, and a renovated and expanded fine arts complex. While the facility objectives

for the future were clear to the campus community, there is some debate regarding the

driving force or forces behind these particular initiatives. At the heart of the debate is

whether donor influence and considerations, financial pressures associated with

construction, or a focus on attracting and retaining higher quality students to drive up

tuition revenue are leading these capital decisions. Some participants felt that a

combination of all these factors played a significant role in the identification of these

proposed projects, as well as their sequencing.

   Donor influence and financial considerations on capital projects. There was a

general appreciation at Selective College for the role that finances and donor influence

played in impacting identification and sequencing of capital projects within the strategic

plan. Participants noted that while academic and co-curricular programs would ultimately

benefit from new or renovated spaces, which would also benefit student recruitment

efforts, donors and financial considerations would drive the scope, sequencing, and

timing of the identified capital priorities. Further, participants noted that additional

capital projects had been, or could be, identified for upgrades based on donor interest.

Administrator Wiley described their perceptions regarding how philanthropic

considerations impact facility planning.

> Philanthropy has a huge impact on what you end up building and…there is some
> flexibility. Certainly the economy plays a big part and you know how we go
> forward with different projects. So, right now this is our thinking of where we
> are, I think I kind of ticked off our general sense of priorities, which ones would
> come but…we just acknowledged that can change quickly when a donor has
> specific interest.

Professor Riggs concurred that donors can have a significant impact when it comes to

facility decisions.

[W]e're out and we're hustling all the time and when you're a poor campus you're never not sensitive to donors. …I don't think that donors are actually dictating what's going on but I think that we are, if we think that, that we can get a million dollar donation by suggesting to a donor 'look we'd be willing to do this in a room.' We would absolutely do that.

Many participants felt that Selective College is not in a position to turn down any dollars for any purpose without giving the thought a second look, as long as the purpose of that gift fit within the mission and values of the institution. Administrator Watling described the following scenario in reaction to a hypothetical question regarding Selective's willingness to accept a gift for a building that was identified as being a priority by the donor, but not by the college.

Of course we'd entertain it. I mean, of course. There'd be huge internal conversations with the donor. You hope that stewardship and good relations with donors make that kind of thing manageable or I mean a complete blast from left field is, it can be fun but it can be devastating. I don't see that happening. If somebody said 'we want a dental school' we probably wouldn't. If somebody said 'yeah we want to build… a new alumni house' we would say Hallelujah, bring it on.

To some members of the Selective College community, the college had recently accepted a gift for a purpose that was not a high priority in their opinion. Professor Hiner describes how a solicitation for the new business and science complex led to a gift that was not on the radar.

I know that when the original plan was proposed, one of our richest alums said 'I'm not excited about this project but I don't want you to think that I don't like the college so I'm willing to give a new…give something else instead,' The something else turned out to be a new football field and a new football stadium, so there's a direct case of someone who said I'm willing to give money but I rather give it for something else. And so we ended up with a football field and a football stadium.

Professor Lyke described their reaction to the acceptance of this gift.

We have a Jumbo Tron. It's kind of actually for many of us embarrassing. What are we doing with a Jumbo Tron? It sort of suggests we are something that we

108

aren't. We wouldn't have done that if there weren't donors who wanted to buy a Jumbo Tron and spend, …probably our most generous trustee donated…a million and a half bucks or something to renovate the football stadium. I could have found lots of things I think might have benefited the academic program better and maybe the college in general but [the donor] wanted to do the football stadium. He's given us a lot of money so I guess we can accommodate [the donor's] interests.

Some participants also alluded to donor influence over facility decisions being

inherent as many of Selective College's most generous benefactors also serve on its

governing board. Trustee Tebon described the presence of major benefactors on the

board, which has ultimate fiduciary responsibility for the college.

The major donors for Selective…I think, and I'm going to comment on most small colleges, you know a lot of them are on the current board of trustees so. What about the….osmosis so…you know the major donors for the last few dormitories, [athletic] center, certainly the center of business and science, they're all on the board.

Administrator Brown described the role of the board in making the ultimate decision

around the creation of the business and science integrated learning center. According to

Brown, "most of our major donors are board members and they were involved in the

decision making. So we probably got 75% of the major donors right there."

Professor Tennyson felt that major donor interest, which is heavily comprised of

board members, had a big impact on the merging of the business and science departments

into a joint facility. Tennyson claims that interest by the board in instituting a niche

program between science and business played a big role in its creation.

Our board of trustees and our big donors, you know, I think it's like anybody giving money; you want to give it to the things you care about. And though I don't want to make it seem like our trustees aren't mindful of other areas, and it's more than just the trustees…giving money to the facility, but I think the kind of the long range look at where the world is going. The kind of people that we're going to need in the work force that seemed to be the priority.

Many participants felt that the primary motivation behind putting the business and

science departments under one roof was budget and finance driven rather than

programmatic in nature. Professor Riggs summarized the financial considerations and

their belief that these two disciplines were united to in order to be efficient and to make

the biggest impact.

> To build a science building now is a 40 to 60 million dollar process and 40 or 60
> million dollars worth of donations... You know, that's a lot of money. It's far
> outside our usual curve. So what we had to do is we couldn't just go to a science
> alumni pool. It wasn't going to get it done and so I think [the president] looked at
> it and thought okay what can we combine with it that might, who else do we need
> new facilities for? That we could bring, you know, bring in some interest and
> synergy and he went with business. I think most of the faculty feels like that
> portion of it was done for business reasons rather than academic reasons.

Professor Sheffield shared the same hypothesis as Professor Riggs regarding why

business and sciences were placed into the same new structure.

> This is maybe the third time in the [omitted] years that I've been here that we've
> talked about renovating the space for the sciences. And then that third discussion
> turned into let's not renovate, let's think about building the new building and at
> the time we were considering building two separate buildings, one for science one
> for business and then as those conversations kind a brought those things together
> eventually, while figuring that one building is going to be easier to raise money
> for than two at the same time.

> The belief that financial and philanthropic considerations were a driving force

behind the merger of business and science into one building was confirmed by

Administrator Jones.

> [We] did a little bit of looking at fundraising capacity and, and my response was,
> [We're] not certain that [we] can imagine getting the support to build a science
> building from our alumni base. I think we can get good support from our business
> alumni. You know my guess is that's [business department facility] about a 6
> million dollar project and, and the laboratory is about a 35 million dollar budget
> and, and [we] think we can raise the 6 million twice but I don't think we can raise
> half of that, of the laboratory building. So, let's kind of merge the two together
> and see if maybe for, for 35 or 40 million dollars we can build a combined
> building and, and we'll not break out the donors and so all our donor pool is

working on the project.' So it was purely pragmatic reasons driving the decision to put those departments together.

Even though the merger of these two disciplines into the new center was viewed as being primarily a financial decision, some observers including Professor Kirkland saw this merger as a great way to think outside of the box, while being very aware of the driving force behind this merger.

> My impression is that between the president and some trustees, the idea was that we… could get more funding for the building if it weren't just a science building. But they needed something to attract former business alums, or alums who are doing business even if they haven't been business majors, who would donate to this project. And then one way to do that would be to fuse it and then maybe [the president] decided that 'wow, we could pitch this as we're integrating, you know, because liberal arts is all about putting different disciplines together' and so…we had, there was a lot of faculty buy in to that too, initially. I think at least the idea that yeah, we could do a lot of cool projects together.

Administrator Wiley, also acknowledging that finances drove the decision, concurred that the outcome would create an atmosphere for academic innovation.

> I recall some of our more prominent alumni and more significant donors were expressing interest in a business building for our business majors and faculty. I think the president in terms of capitalizing on expenditures, killing two birds with one stone [and] wanting to be innovative, seized upon an idea that we discussed probably for over a year or more…about capitalizing on all of those things and marrying business and science. A way to also capitalize on academic excellence.

> While acknowledging that the merger of business and sciences was driven by

philanthropic considerations, some felt that the science department needed new facilities and that the president's legacy depended on successfully providing that department with state of the art facilities. According to Professor Myrick, the college was forced to think creatively about how to finance the construction of a new science facility given the economy and Selective College's constituencies.

> One of the charges [the president] had was to build a new science building and so that was sort of figured out by a lot of people early on. If you've walked around in the old science building, next door, you see why. There's definitely need for

that and so I think his idea was to marry business and science together, quite candidly because he thought there'd be more dollars on the business side to help build the science building and…I think they've been surprised that most of the people that have, as I understand it, have actually donated, the big donors, had been science people after all.

Administrator Brown offered additional insight regarding the politics around sequencing science before other disciplines.

There was some hesitation, I guess, on putting emphasis on business before science because our science building, I mean, we just struggled with what to do first. We also thought that maybe fundraising for a science building would go easier if we had some business people, we were trying to figure out how to engage everybody and then it just kind of came together as we started thinking about integrated learning and…how we wanted to push that emphasis in our curriculum that we would just put both these things in the same building.

As indicated, some study participants seemed to understand, or at least acknowledge, the difficult situation Selective College was in to find the finances necessary to provide new facilities for their business and science departments. Some did not agree with the tactic, but they recognized the merger of business and science as a strategy to appeal to a broader pool of donors. Others, such as Professor Will worried that this strategy was not helpful to the academic enterprise of the college.

[The president] came to the retreat and said 'well, I think we have to build a science and business building all together. What do you think about that?' It was just the science faculty and I think that that may have been one of the first public times that that came up and, it was interesting shall we say. We…were not expecting that. I probably made myself unpopular when I said, that, what do you think of this and I said 'well if you have sort of genuine intellectual ideas about how they fit together, great. If this is just about finding a way to raise money for the science building, no that's not great.'

To many participants of this study, donor involvement in setting facility priorities seemed natural. In fact, many speculated that it would extend beyond just focusing on facilities needs to helping to set other needs within the strategic plan. Professor Conklin

provided some comments about the role of donors in the planning process and whether or not they should be involved.

> I think so yeah. In fact, and again I don't mean this to sound negative, but if they weren't I think we missed a trick. So,…I think again in my view most all campus plans, particularly if you're talking about any kind of bricks and mortar projects, are not going to be something that you fund out of the annual operating budget. So you, you have to go to the people that you think are going to be your most likely donors and you have to talk to them about what they think their interests are and, and that's going to have to shape the plan in some way shape or form.

Professor Kerrey elaborated on the role of donors in the facilities plan to date and speculated about their role in the rest of the strategic plan.

> You see, we had quite a few donors of this new academic complex…[who] liked the idea of integrating business and science. So in that way the consultation to the donors influences how much we're able to excite them, through this plan that we have, so that they donate more money to…what we already have or we may have to tweak. Depending upon what you find during their discussion they may make suggestions like, 'well how about doing it this and how about that?' In that way I'm sure we'll see donors will have a considerable influence in the development of our strategic plan as we see it here.

Facility upgrades as a strategy to recruit and retain students. A number of criteria are used by prospective students, and their parents, when deciding where to go to college. The institutional reputation and rankings, the quality of the financial aid package offered, as well as the location of the campus are among the many factors prospective students consider in their decision-making process. Students also consider the fact that they will spend the next four plus years of their life learning, but also living, on these campuses. As a result, having quality facilities for learning, living, eating, and playing has become an important part of the higher education admissions arms race. For institutions like Selective College, which already enjoy a quality academic reputation, distinguishing itself through quality campus facilities is important.

113

A focus on upgrading facilities in order to help stabilize or boost enrollment is not

a novel idea for Selective College according to Trustee Tebon.

> We sort of had an unspoken strategic plan before we got our written one and that was to get the campus into a position where students wanted to come and live comfortably and engage in student life and you can see…a quick visit to the campus shows you all the recent dormitories and that sorority house that we've built and things we've done there including the stadium, the [athletic] center to do that was never really a part of a written strategic plan like the one we have now. But, [if] that hadn't been done…it wouldn't have allowed us to take the next step where we're focusing on academic excellence and spring boarding off of what was done in the past.

Administrator Brown also addressed recent and future facility upgrades on campus as

being part of a strategy to attract students and their tuition revenues.

> We didn't think we had the campus and the facilities needed to attract students no matter how good our academic program. So we thought the best way to grow enrollment, which is what we had to focus on initially, was to grow creature comforts. So we improved our residence halls. We improved our athletic facilities significantly. We renovated our dining hall and then we started to tip toe into the academic. Then we did our library and that kind of completed a campus master plan that we had developed 12 or 13 years ago. And, we had discussed, gosh the years run together, seven or eight years ago we started discussing the need for a new business building and we debated whether we needed to build a new science building or renovate our existing science building. And, we kind of decided we were going to do both.

With the new science and business integrated learning center well on its way to

completion during the researcher's site visit to campus, its role in helping stabilize the

future enrollment of Selective College was often noted. Administrator Wiley discussed

the rationale for starting construction on this new facility and its impact on recruiting

more top-notch students.

> You know, these small schools…are very enrollment driven so, if we had to put our weight on one over the other, I think [the assumption that Selective College] needs to be attractive to science majors was very important to us. Your science majors are your more high-end ACT kid typically. They have maybe a little higher propensity to persist so, that was there. But then I and you know we can't discount our facility, our science facility was really worn out… not cutting edge

114

in any way. [T]he building is also a difficult one to maintain and it was, it's just time and all of our competitors have a new science facility. We were a little behind.

Professor Tennyson pointed out that the outdated science facilities had negatively impacted recruitment activities at Selective for years.

> I think the science building has been a point of conversation for many years, since I started here 17 years ago. It just doesn't function the way it should. The labs are out dated. When you're trying to recruit students that makes it a big difference in how they, you know, what space looks like.

> Professor Hiner also provided insight regarding how the new science facility, in combination with the business program, would help attract more high-caliber students.

> One of the reasons that [the sciences], don't have…large enrollment majors is their facilities are out of date and it's hard for them to attract students and they put the blame for the small programs on the facilities. And obviously new facilities would attract, has the potential to attract more and better students. So, [business department] was put there because it was growing and big and the other set of departments [sciences] were put there because they were small and needed to grow.

Professor Rupp agreed that attracting more high-caliber students was a major motivation behind the new science and business facility.

> So, in the meetings that was pretty much reaffirmed that that was a priority, that the sciences needed an updated modern home to continue to do the excellent work we do here and attract better students into the future. So, what's needed, you know, and things like technology, facilities in general were brought up. But, it wasn't about us building this building it was about how do we market ourselves better as a school to attract those students.

> Administrator Sensor concurred that the new facility would help attract more high-caliber students, as well as perhaps attract more students who could bring more tuition dollars to the institution.

> The need for a science building…seemed to be pretty acute. Those were also the types of students we want to draw more of those types of students because they, generally speaking, at least we believe, are going to be willing to pay a bit more of a premium, especially if you have a brand new building, to try to attract them.

We had several students, several prospective students say, 'we really like your science program, I know you're building a new building but [competitor institution] has a cadaver lab now and I want to go up there and cut open dead bodies.' Probably like a lot of colleges… we think the key thing we need to do is to justify a higher tuition payment for families. Increase the quality of our product so the families are willing to pay more than they are now. Not twice as much as they are now, we really just need a few thousand per year per student is what we need and so that's what we're about, that's what we're hoping this building does some piece of that.

Professor Riggs also saw the new science and business facility as providing a financial boost to the institution through increased tuition revenues.

Where do you go to get students who are going to pay? Who are slightly better qualified because we wanted to raise our academic profile? And who are going to give us a bump? You know when we built the [athletic center] 10 years ago, we got a bump. We get tons of business because of curb appeal and this building is not going to hurt that in the slightest. It's going to give us up to date facilities and it's gonna, you know, be another beautiful building on campus.

Although the business and science center was very much on the minds of the study participants as its steel and concrete façade grew, it was not the only building project included in the master plan that many felt would make a positive impact on the admissions and recruitment efforts at Selective College. Administrator Anderson, citing the dated state of the current student center, stated, "I think we should do a student center. It's not mission [centered], but it's critical to recruitment." Administrator Willmot elaborated further about the importance of a new student center on campus and how it could positively impact enrollment.

[T]student center, the office of admissions will be moved to the student center and there's a nice, and a welcome center in the student center. Right now our admissions [office] is kind of off on a far corner of campus so when people visit campus you have to sort of walk them on to campus from far away. So the enrollment comes in and you see the, all the people, you know, the new students come in and they see all the students around them and all the activities for students and they get a great view of everything that's happening…

Professor Conklin, acknowledging the positive impact of facilities on admissions

efforts, discussed how a new fine arts complex could create a boost to admissions efforts;

much like the new athletic center had just less than a decade earlier.

> I'm not saying this is necessarily bad but I do think…it's been mentioned a
> number of times that when we built…the athletic center, that we had a bump in
> enrollment. And the expectation is that we will have another bump in enrollment.
> So that's a pretty direct suggestion that the, you know, that the sciences…you
> know. And, and I'm assuming you know maybe at some point to hopefully
> having the chance to have the same discussion with the fine arts right and I'm
> assuming at some point that the college says to the fine arts faculty 'you're going
> to get a new facility. It's going to be state of the art. Life's going to be grand and
> that's wonderful' that they'll say to us and 'you know the expectation is that it
> will make a difference for the college in terms of student enrollment and bottom
> line and all of that.'

Creating niche spaces as a part of a facility strategy to enhance programs.

While many respondents felt that admissions would benefit from new facilities, or that

new facilities were being built to help boost admissions, many also felt that facility

upgrades were a necessary investment in the academic and co-curricular life of the

college. Some participants felt that improving the academic and co-curricular

programming at Selective College was the primary driving force behind plans to improve

facilities. By creating state-of-the-art labs, learning spaces, social areas, and food service

options; the academic and co-curricular programs would be enhanced and improved. In

turn, a stronger academic and co-curricular program would benefit the college's stature,

rankings, and position in the marketplace for prospective students, as well as prospective

employees. Professor Lyke discussed the impact that new facilities would have on the

academic life of the college, particularly the new science and business integrated learning

center.

> [The president] talked a lot about the fact that we've done a great deal with this
> campus in terms of building some grounds, the culmination of which is the new

117

science building but the real focus that we need to move now is has to do with academic kinds of matters and what kinds of programs and inhabit all of the nice new buildings that we've been building. What are we doing inside these buildings and what kinds of upgrades we have to being more of, to doing a more significant academic, exciting, intense sort of academic programming.

Professor Meyer also touched on their belief that facility upgrades in the strategic plan were really focused primarily on improving the academic life at Selective.

The strategic plan [is] focused on academics and also focusing on active learning with students. Right, so that the students can become more engaged in their knowledge and so when they graduate they can be better…you know, better citizens I guess is the language we're using. This building is sort of the center of that. We have just met with, some…furniture consultants about the building and it was, it was really interesting because I think, you know at Selective we talk about what's best for the students and so it wasn't just looking through these books and you know, picking out chairs and desks. We spent the first…two hours of the morning just talking about how do we envision learning in the next 10 years. And so is it technology based and if its technology based, why? Is it chalk board, you know, is it the idea of having ergonomic chairs in the classroom. Tables that you can move around and, and to get to this answer we discussed how we see learning. Right, and how we see learning as an instructor and how we think students see learning and we also had students there…talking about this. And so I thought it was really great because it's not really about what does the furniture look like.

Others saw the new science and business integrated facility, in particular, as a way to regain Selective College's academic prestige in some areas, and to create a unique niche by combining disciplines. Professor Tennyson discussed how this facility will impact the academic future of the college.

I think that investors in this new building see the potential and…I think they're seeing the future in the business world and entrepreneurship between business and sciences and that it's the wave of the future and we need a state of the art space for students to be in, and for faculty to teach in, and for them to not be such separate identities anymore. I think that a lot of people who aren't necessarily business people or science related people have given a lot of money to that space because it will improve the overall academic quality of our campus not just those areas not just science and business but everything on this campus because every student takes science classes almost all of our kids take some kind of business class at some point.

It is clear that many see the academic future of Selective College as being based on integrated learning between various disciplines. According to Professor Sheffield, this has been a carefully orchestrated conversation that has taken place over the last decade to create consensus around the idea of an integrated learning curriculum across various disciplines.

> We did our curriculum review in the last 10 years and instituted our new integrated studies program. And so that's something that really came from the faculty and was explained to the board of trustees, higher administrators, I think and some faculty. Ah, and they seem to really get on the ball with that and want to follow up on this whole idea of integrated studies for our strategic plan for the future.

To many, the new business and science complex is a symbolic first step towards making integrated learning within the curriculum a reality. Trustee Tebon discusses why joining the business and science departments under one roof was the right first step.

> We decided to seize the niche of integrated learning which was a result of work our faculty did on a number of areas, but we zeroed down on business and science. It seemed like the right application for Selective given our history and particularly given some of the success of our graduates. Obviously what goes on in the building is actually more important than the building itself but the building will facilitate…our ideas on how learning we think will take place in the future.

Professor Kerrey provided additional insight behind this decision to unite science and business within one facility.

> The new curriculum appealed to him [the president of selective college] but this integrated studies he thought was really a novel idea, which he liked. Initially he even talked about thinking about calling it an integrated complex. But that finally involved into this integration between business and science. So in that way the strategic plan is kind of in my mind a reflection of the curriculum that has been evolving and, and also I find that there is quite a number of changes we have made in the new master plan to kind of think about the future direction of the college, what buildings needed and so on.

The business and science departments will not only share one roof, there will also be curriculum designed to integrate the two disciplines as Administrator Jones explained.

119

It was really finalized six years ago and the lead idea there was that our niche ought to be helping students discern the connections between disciplines. Help integrate knowledge from one course to another, one discipline to another and so much of the construction that we're talking about on campus is to bring our departments together or to break down the silos between departments. This thing [joint business and science facility and curriculum] we are doing because of pragmatic reasons is really also justified philosophically and then as I got to know more alumni I found so many of our alumni that were working at the intersection of science and business that it all came together as a logical idea.

Trustee Singh concurs that the physical proximity to one another will force business and science departments to collaborate on many levels.

So with integrating a lot of different hopes to support a single strategic plan we were also talking about the development of integrated learning, and this building would be an integrated learning center and help be a foundational piece for moving faculty and curriculum into an integrated learning environment.

While joining the business and science departments under one roof was the first step towards creating physical spaces for the enhancement of integrated learning, other projects have been identified within the strategic plan for the same reason according to Administrator Jones.

The campaign talks about integrated learning and it talks about active learning and so the current construction of science and business blended together is very much a manifestation of integrated learning…integrating science and business. The fact that it's a new lab building where students can do research is related to active learning as would be more fine arts space you know. [A] fine arts facility [is] very much in line with active learning. And actually there's another little piece in there in the, in the plan that talks about creating a learning commons in the library and again that ties back into the active learning part of this plan.

Administrator Brown elaborates on the potential for integrated learning that results from combining the fine arts into one building.

So over on the one corner of campus we have our music, our theater, and our art departments all kind of in the same, they're in separate buildings but they're in the same kind of corner of campus and the idea was we would take two of our existing buildings and build a connecting piece that would bring all three of them, those departments or areas, together. Because we think there's some opportunities for real collaboration there.

Not all facility projects in the strategic plan that were designed to enhanced

academic and co-curricular programming were included solely on the criteria that they

enhance or create integrated learning opportunities. The proposed new student center, for

instance, was included to provide students with enhanced spaces for socialization and

interaction with one another and the campus community according to Professor Conklin.

> So there's some discussion about needing a new student center of some sort and what exactly goes into that I think is still…a little bit fluid. But certainly they're talking about a need for a student center, a larger cafeteria. They're trying to bring student services together in one place. There's some discussion about housing…Greek housing as well as some other dormitories.

Administrator Anderson concured regarding the importance of a new student center and

described how proposed renovations to the library could create another space for social

and academic interaction.

> It's always been a conversation about the student center, because it's small. As we grow it's not going to be, the size won't be big enough for students. It's old. It's not conducive for student life. It's been flooded too many times…it's just old and the generators are wearing out. So that has to be done in the next 10 years. So…if it's not done this campaign it needs to be done the next one. The library learning commons actually came up by our campus master planning team. You walk into our library and it's a very sterile and more and more libraries, their first floor is becoming more of a learning commons where you go and grab a bean bag and you go grab these soft chairs and a white board and kids kind of sit around and, you know, study and are able to talk and, you know, it's just not so sterile. And, so we want to turn that into a learning commons. It's just, you know, they bring their iPads in and it's just easy for them to use, or they check an iPad out or whatever.

Summary. Whether it was new facilities to attract higher quality and higher paying

students, new niche facilities to enhance the quality and uniqueness of the academic

programs, or facilities built in a way to attract a broader donor base; financial

considerations played a major role in the facilities planning for Selective College. Using

facilities to create an additional draw for prospective students that would help increase

tuition revenues and designing them in a cost-efficient way that would also broaden the prospective donor pool through the creation of shared spaces between disciplines, was an important aspect of this plan. In regards to philanthropic considerations, it is apparent that donor considerations impacted the size, scope, purpose, and timing of the new business and science facility. It is also believed the new business and science facility, in particular, will enhance existing academic programs by providing state of the art facilities in a uniquely shared environment, which will hopefully positively impact enrollment and tuition revenues. In addition, while future capital projects beyond the business and science facility have been identified, how and when those projects proceed is very much tied to the ability to raise funds to build them.

Research Question B: How Does Philanthropy Affect the Focus of Current and Future Academic Offerings of an Institution?

Three major themes were identified during the course of this study regarding how philanthropy affects the focus of current and future academic offerings at Selective College. The first theme suggests that academic and co-curricular programming initiatives in the strategic plan were influenced by the colleges' interest in attracting higher quality students and retaining current students. The second theme states that core academic and co-curricular programming initiatives in the strategic plan were not influenced by donors of philanthropic considerations. The liberal arts and sciences mission of Selective College was not impacted by donor influence. The final theme asserts that value added academic and co-curricular programming initiatives in the strategic plan were influenced by philanthropic considerations.

There was consensus amongst study participants regarding the limited impact that philanthropy, or philanthropic considerations, had upon the core academic values and co-curricular programming at Selective College. However, many value added projects and initiatives had been, or were in the process, of being created in response to donor interest and influence. Many respondents felt that when factoring in the pursuit for increased net tuition, that revenues in general were a factor in conversations regarding programming during the recent strategic planning process. Universally, the participants felt that recent conversations about programming during the planning process were helpful in providing a pathway to raise the academic profile of Selective College and, as a result, its perceived value in the marketplace. Professor Riggs provided some insight into the recently completed planning process and the conversations about programming.

> That group spent two days talking about where we thought we were strong, where we thought we needed to have students improve their performance. We talked a lot about the nature of our integrated studies curriculum. We talked about the ways to strengthen that. We talked about ways to build a reflection or critical thinking in various avenues. We talked about ways in which infusions of money into specific areas of the curriculum, including integrated studies, would be really helpful. And so out of that group then came a series of other sort of working groups and those, those have morphed.

One focus of the recently completed planning process was upon the implementation of a 'presidential portfolio' project as a way to jump start academic innovation in and out of the classroom, according to Administrator Jones.

> One of the things that we did during the planning process is we created an entity that we call presidential portfolio and the idea was that we need these projects to jump start our value perception. We called them Sizzle Projects. Things where can we spend 40 thousand dollars, piggy back something we're already doing well but to give it a sizzle to attract students. So, note to the faculty 'if you've got an idea that costs 40 thousand, 50 thousand dollars, 100 thousand dollars write it up.' Have it reviewed by the faculty senate. Faculty senate won't say which ones are most important. They'll simply say is this consistent with where we imagine the institution going? And if the answer is yes it will go into a portfolio projects

that the president has when he's out visiting donors and, and they say well what kind of things are you trying to do to improve the academic perception of the college? Well, 'here's one for a sustainable garden. Here's one for summer research program.'

Professor Riggs agreed that the presidential portfolio initiative, along with the integrated learning concept, which is one of the motivations behind the joint business and science facility, was important to improving the academic profile and program at Selective College.

> We're filling classrooms but they're not necessarily the academic [type] that we want. So we looked at what programs we had and, you know, where do you go? You go science. … We saw an opportunity [to] bring business into the larger liberal arts conversation, maybe. One of the things that has happened in the past few years is that we've done better recruiting some higher end students and the higher end students get to campus and they're like yeah, but 'where is the intellectual pursuit? Where's the extras for that?' And we have not done a very good job of finding ways to support those and I think the presidential portfolio program is really one of those places where we've been able to do that.

Strategic planning to attract and retain higher quality students. Increasing the academic programming and profile of Selective College was not only mission driven, to many it was an important factor in helping the college attract a more academically advanced student who can bring more resources to the institution. Professor Conklin discussed the value proposition behind strategic academic investments.

> I think the whole idea behind the integrated learning center….is going to be a new way for the faculties in those various areas to work together. And I think that was a big pitch that was made to donors. Is this something that you're excited about? Is it something you're interesting in? I think the board was certainly interested, excited about it, which was helpful. I think as we've talked about what kind of college we are and the sense that a liberal arts college is, is often at a disadvantage if it's not seen to provide something useful in terms of society. I think you know as we talk about integrated learning and we talk about the opportunity for students to have close interactions with faculty again those are some of the things that are supposed to happen in that new building as well as all around us. And those are things that not only are I think attractive ideas to donors but also attractive ideas to society right. Why should I send my daughter or my son to a place that's going to cost more money than the local junior college or the local state, the local

124

branch of the state university? What am I going to get out of it? So the marketing folks talk about value added and so what, what do are we going to be able to do? And 'we' being liberal arts colleges, not just Selective. What are we going to be able to do to provide that sense that it is going to be worth it for the family to pay more to go to this kind of place right, rather than another kind of place.

Being able to demonstrate the outcomes of a liberal arts education at Selective College was a factor in determining the value of that educational experience and investment. Professor Myrick discussed how initiatives that were born out of the recent strategic planning process, such as presidential portfolio projects and integrated learning between principles, was an attempt to provide added value to the academic program at Selective College.

> It's this whole push to rationalize liberal arts education…you know, outcomes. I mean I think that's probably a big part of it, so that we can be relevant or whatever. If college is really all about getting a degree so you can get a job, and that's the defining narrative of what education is really about, then I guess we're feeling pressure do that. I think all liberal arts colleges are doing that, right? I mean this whole learning for the sake of learning thing, which you know got me excited when I was in school. Probably got you excited when you were in school, that's gravy, right? If you can just get excited about learning too, that's great. But this outcome thing is more important and I don't think we say that. But I feel like that's underneath a lot of what we're doing now.

Administrator Wilkins, while acknowledging the positive impact on the academic program, describes these new initiatives as being primarily based on business decisions in response to the recent recession.

> We have a lot of different initiatives and I think, again this comes from my admissions side, because to begin to recruit more, we wanted to recruit more academically qualified students. Have some projects that would appeal to the higher ability students and one point in time we asked the faculty to put out, to kind of come up with a list of, of dream projects. What would you do…if we could get you seed money and we did have commitments from the trustees to at least support it to a certain level. So it wasn't passé, it was more pulled out of quasi-endowment to get it started and then we shopped them around and we found some people who would support them. You know, now if you ask, certain people own that project but it's really not [about] owning it. They were recruitment initiatives initially just to be able to make sure that we were, you know as the

economy started tanking in 2008, we knew we had to have something in addition to what we normally had…to continue to ask for $34,000 in tuition when mom and dad were losing jobs [and] homes. It was a different market.

According to Trustee Tebon, the board of Selective College is seeing value in these investments from an admission and business model standpoint and these investments will likely continue.

You know, [investing] both in faculty and then thinking through the kinds of programs that we think would be attractive, mostly student/faculty kinds of programs. Not necessarily a whole new academic course. Although I think that's probably coming. Those types of things that promoted student/faculty interaction. We're looking at hands on stuff around course work. We've been funding some of those, we'll fund more of those in the future.

While participants of the study see the benefits to implementing new programs to improve Selective College's academic and business model, there is concern that if new initiatives are carried out too hastily, the feel and ethos of the college may change according to Professor Will.

We want to be better academically. We want to continue to engage students in interesting ways. We want to be stronger. We want to attract better students. We want to charge students, as we get better, a price that's commensurate with being better or being perceived as better. …There are details that I would say I am uncomfortable with. I had thought about our improvement academically as being an evolutionary process. That we would slowly get better and there are people who would like to…make a big jump at once. I think that the reason I'm uncomfortable with that is I am nervous about the market place of higher education. That would represent moving in to a much more competitive place that we haven't been, we don't have money to be competitive. And I also have philosophical problems that our strength as an institution, which I'm very proud of, is that we've taken students who are not as prepared as we would like them to be, and that other institutions overlook, and we take them and we get them to do good things and that's something that I don't want to lose. It's really easy to say well we want to go out and get all 35 ACTs, us and everybody else. A lot of those kids…you know, like just get out of their way, stay out of their way right, give them stuff to do. You know, when I have a…student who wants to be an [omitted] who's a 24 or 23 ACT student, you know but they have some real potential. You know the distance we take them is huge when they succeed and I don't want to lose that. I mean, we have a whole bunch of alumni who, we

126

changed their life in a substantial way because of the place we are and to the extent that the strategic plan preserves that, great.

No donor influence on core academic values. During the course of this study, participants provided little evidence to suggest that the liberal arts and sciences mission of Selective College was at risk of being compromised or altered due to philanthropic pressures or otherwise. No new professional programs, such as nursing, were in the mix for consideration as a result of philanthropic, or tuition-based, pressures. Rather, the core values of Selective College which focused on social sciences, humanities, languages, and sciences remained intact. Professor Will was among those who did not feel philanthropic or revenue considerations impacted the core academic values of Selective College during the planning process, "I don't see the money as driving what's happening." This sentiment was reinforced by Administrator Brown, "the giving really didn't drive things."

Professor Sheffield felt that if there has been donor influence in the programming of the college, it was limited to the presidential portfolio projects.

> I know there's portfolio projects that focus on citizenship. Those have been faculty driven ideas which have been supported by our donors. So certainly there's involvement there but in terms of, is there an idea that's now being moved forward because of a gift that was initiated from outside of the college. I'm not thinking of anything right now. It's not coming to mind. … I know we have donors that really do like to support athletics and various other initiatives but I'm not aware of anything that's happening just because some donor wants to make it happen.

Trustee Tebon concurred that neither donors, nor philanthropic considerations, drove the discussion regarding programming. However, he noted that donors played a role in co-curricular programming and facilities in the past and could in the future as it relates to Greek Life.

> Not specifically you know. Again, there may be a lot of stuff going on but I'm not aware of. But, there's nothing specific, we addressed a lot of the student life

127

issues, you know, before this campaign. The [athletic] center, our focus on health, our focus on, you know, just a higher quality student life. We made a commitment to supporting Greek life on campus. We just built a new sorority house. Our plan calls for a number of new fraternities and sororities on campus…assuming the students respond to it and then building up some houses in response to that which is both a housing need and a social need.

Administrator Sensor also discussed the possibility of donor involvement with new Greek Life housing, "…there's some talk among some male alums of building a house for their old fraternity but, I haven't seen that actually materialize yet."

Professor Rupp, while noting that programs were not created to attract particular donors, felt that philanthropy was considered necessary to help make the vision of the planning process necessary.

I think the potential for the initiatives to attract gifts was…not just philanthropic gifts but corporation or grant funding [as well], I think those were considered along the way but I don't think any of the initiatives that came out of these meetings were along the lines of 'well donor X really likes this area so we ought to outline something that…feeds into their interests.' That wasn't happening at all if that's what you're in fact asking. Yeah, no, it was much more organic and coming out of what the faculty was thinking. You know, what's best for the students and for the college in general.

Administrator Watling added, " I have some sense of how our rhetoric is likely to develop as we go to particular donors or one thing or another, a new professorship, or what have you. But this is so general anything; any gift will fit into our strategic plan as long as it matches our initial vision and values."

Philanthropic considerations influenced value added academic and co-curricular programs. While major curriculum changes that may have led to the creation of professional programs versus a liberal arts and sciences focus never occurred during this process, the creation of value-added academic and co-curricular programs came about to provide students with 'sizzle' projects to attract and retain them and to provide

donors with opportunities for investment that resulted in immediate outcomes. Among

the value-added projects that came about during the strategic planning process were

presidential portfolio projects, the addition of Greek Life housing, and a new chaplain to

provide additional spiritual programming on campus.

Various participants, including Professor Kerrey, noted that it was natural for

philanthropy to play a role in planning programming. This was coupled with the fact that

the president had been at Selective for several years and there was a sense that they

needed to secure their legacy, thus securing gifts to fund the vision was crucial.

> Yeah, so I think there was a little bit of pressure on [the president] too because it's now it's his sixth year or seventh, I think, to do something. So, donor influence I'm sure plays an important part. …What I am pleased is still the emphasis in this strategic plan…on academics and so. But when it comes to raising money it looks like the master plan at least has been tweaked a bit with the input from the donors, I'm sure.

Administrator Wiley elaborated on the role of philanthropy to help secure the president's

vision for the college, and thus the president's legacy.

> I think the idea [of] academic excellence…the president began forming this idea when he arrived. There were donors that indicated to him that they would be willing to give gifts that met that goal of academic excellence. Push the institution to a higher level of academic performance. So, yes, some of these gifts I think are still being, and not yet being realized. But, to answer your question most directly, yes…[the president] float[ed] it with some people and they indicated yes, this is something we want to give to. So, philanthropy, well, a new president can't really…leave a mark without the use of philanthropy, can they? It's pretty tough. So, it was his idea married with donors who were willing to give to support that idea. Now as I said some of those gifts have not been realized, but that did drive, that drove the engine and you know hopefully those gifts will come. But, the trains left the station, fueled by the promise of some of these gifts and some of the gifts that have already come in.

Many participants, including Professor Lee, tied the connection between

academic innovation and philanthropy close together. According to Lee, new

programming would not occur without philanthropic support.

In order to enhance the academic profile [the president] has said we need to generate some excitement around our academic program. So he invited different proposals from faculty and some of those proposals got funded and one of them for example is a summer research initiative with faculty and students. …It's more my sense is that [the president has] actually taken these initiatives to the, the potential donors and said, 'look we are doing this, this is exciting, what do you think?' Or the other approach that they had adopted is actually to sort of have these various ideas and…when our development person goes on the road, they sort of show those various things that that faculty is interested in doing. …Then it's up to the donors which one they find more exciting and want to sort of get behind. …We need to sort of tell the faculty just because the faculty senate says yes these are good ideas doesn't mean you have the funding. Because you still have to, you know, sort of take it to the funders and then they pick or choose and then some good ideas they don't pick, so what do we do with that?

Administrator Jones took the role of philanthropy in the academic life of the college a step further by discussing donor interest in suggesting and funding a new pay scale in order to improve programming by attracting and retaining top-notch faculty.

We were focused on proving the quality of existing programs rather than adding new programs. There are individuals who think the best way to improve the quality of your academic programs is to improve the quality of the faculty and they believe that one way to improve the quality of the faculty is to establish a new pay system. So, they began to give gifts to endow or to support a new pay system and that's not something that we initially put in the strategic plan. I guess we could say donors created their own tactics for implementing the strategies of the plan. So sometimes the golden rule, 'those who have the gold make the rules' and we might or might not believe that's the best tactic for getting more active learning more academic excellence. But it won't hurt and it will help some and that's what somebody wants to spend money on. You know there's a couple of them and, and merit pay is probably something that will emerge as a major bucket that money is put into that, that I don't think we had imagined early on.

Some participants offered specific examples regarding how donors, or philanthropic considerations, had impacted or were in the process of impacting academic and co-curricular programming at Selective College. Administrator Jones discussed how donor interest put investments in Greek Life housing on the agenda for consideration.

When we talk about active learning, lots of our donors imagine that active learning occurs in fraternities or sororities. That's probably less prevalent among faculty, that's not the, that's not one of the first five things they would list as, as

areas in which leadership occurs. There has been some giving toward fraternity and sorority houses. Not a lot. We really haven't designated that as a suggested gift in the plan. But under the category of leadership and active learning, I suspect that we will get a number of gifts that result in the replacement upgrade building of fraternity sorority houses.

Administrator Willmot described how an effort to reconnect with its religious heritage has been influenced by the possibility that gifts could be attracted from alumni and friends of the college who value that connection.

> I will say that with the sort of the church related piece of our college, we are aware that there are a certain generation of older alums that are very interested in religious life …and [wish for] the college's relationship to the [church] to be strengthened. I think because we are aware of that interest that's probably driving some of the momentum that we have in that area. And, and some of the attention that it's getting, recognizing that there's certainly potential for gifts. It's not just, we're not just doing it for the gifts. But it's great because I think it's gotten attention because there's some alums who are very interested in seeing this happen and seeing this grow. …I believe in [the president's] mind he realizes that many of our successful small liberal arts colleges are church related colleges. He'll often say that, 'the colleges with Saint before the name are often the ones that are really doing very well.' So there's something there about being a successful college

Professor Kirkland felt that the connection between donors and the reconnection with the religious heritage of the college was very much cause and effect.

> I mean the whole chaplain's office. That was created basically by a donation and, so I think there's been influence from the trustees to keep expanding that, sort of some of the older trustees who want to kind of bring back chapel. I mean, they know that's not going to happen but the fact that we have a chaplain, that was definitely, a donor trustee, dedicated that. And then recently we've had a new hire in philosophy and religious studies and that person is going to be sort of a bible person, a bible scholar. Somebody who can do bible and I think that was kind of, there was pressure from, incentive from the administration to do that. 'You can hire a person but they're going to have to do X,' right.

Summary. There does not appear to be evidence of donor wishes altering the liberal arts academic mission of the college to date. Financial considerations appear to have the ability to impact minor value added aspects of the academic program at

Selective College, whether it is philanthropy or tuition revenues. In terms of philanthropy in particular, the presidential portfolio projects and other dream initiatives identified in the draft campaign case statement likely would not be possible without donor support. There is also evidence of co-curricular programs, such as the chaplain's position, moving along due to donor involvement. It was also revealed that a new merit-based pay system was under review for faculty based on a likely gift from a donor. The need to get to a higher level and niche in the admissions marketplace, and subsequently reap the benefits of increased tuition revenues, seems to have the strongest influence on the academic program at Selective College.

Research Question C: How do Philanthropic Considerations Affect the Organizational Structure Which Supports the Fulfillment of the Strategic Plan?

Making a strategic plan become a reality will likely require strategic investments including the possibility of new personnel. Three themes emerged regarding personnel investments that will be necessary to make the strategic plan a reality. The first theme calls for program driven positions, such as new faculty and academic support, to enhance the academic program. The second theme focuses on additional student recruitment and retention positions in order to increase tuition revenues. The final theme suggests that development positions are, or should be, a primary focus for additional salary lines to increase philanthropic support.

It is a perceived reality at Selective College that additional personnel have been, or will be, brought on board to help make the goals stated in the strategic plan a reality. The four areas cited as needing, or having recently received, additional personnel include faculty and faculty support, student academic support, admissions, and development. It is

recognized that in order to make these investments in personnel that additional revenues

are needed to fund these expenditures. However, the ability to increase revenue depends

on the ability to make investments in key areas, particularly admission and development.

Determining how and when to sequence these investments is a challenge for Selective

College and colleges like it.

Focus on adding faculty and academic support staff to realize mission. While

placing an emphasis on their belief that faculty and faculty support is the priority,

Professor Kirkland provided a well-balanced summary of areas that needed additional

investments in order to improve the academic quality of Selective College.

> I think it's mostly academics, you know? Like, more faculty. We do need some
> more support staff for academic stuff and we've done a little bit of that, so, that's
> good. As far as students who are sort of marginal and having difficulties, we've
> got more support staff to help them now, which is good. …There are other
> aspects of student affairs that I think are kind of bloated for co-curricular
> activities and things like that, you know, dorm life etc. Too much co-curricular
> and not enough curricular.

Professor Sheffield added that investments in the academic life of the college needed to

be a top priority in order to deliver on the promise offered by Selective to its students.

> It's been a little difficult watching new administrators and new support staff come
> on, and not see a matching number of faculty positions added. We sell ourselves,
> and this isn't a criticism, but we sell ourselves to our potential students as really
> being hands on where you get to know the faculty very well and the faculty are
> going to be looking out for your best interests. And they're going to be noticing
> your strengths and weaknesses and meeting with you and talking with you and all
> those wonderful sorts of things. And, when you're like me and you have 50
> advisees, it's hard to do that effectively. And when your classes are creeping up
> in size and it's hard to teach effectively on that, you know, more intimate basis.
> You know, it starts to become much larger lectures, less room for personal
> interaction, less time to spend with individual students in your office. You know,
> talking with them about their career goals and their personal issues that are going
> on and those sorts of things. So, we're asked and expected, and most of us are on
> board with this, you know, um to spend a lot of time with the students and
> sometimes it becomes very challenging to get the face time in with each of our
> students.

While some participants called for additional faculty to help share the burden, others, such as Professor Hiner, felt that investments in the faculty salary pool, rather than adding new lines, would enable Selective to improve its academic profile by attracting and retaining better faculty.

> A part of the strategic plan was going from hours to courses and as we gave up three credit courses…it meant that there were, we needed more faculty, and there is a plan to hire more faculty to make the move from hours to courses and that's part of the strategic plan. So yes there are some faculty we can hire to implement the strategic plan. … In my mind, faculty salaries is the biggest issue. I believe human resources are your most important resource and I would like to see us be more competitive in the job market and hire better people and keep them long term. So, I would focus on faculty salaries.

Trustee Singh concurred that attracting and retaining top faculty with additional pay was a key to raising the academic profile as outlined by the strategic plan.

> I think some additional investment in top notch faculty would be important. I think using some financial investments to stimulate this exciting integrated learning programs to get faculty to commit and developing would be valuable. And I think our next phase with faculty is to look, to review the tenure process and salaries.

> Administrator Jones agreed that additional faculty were needed, but offered that

those new lines should be strategically invested in key programs that are leading the way on the new integrated learning initiative.

> If science and business, and their intersection, is the focus of the institution, the board is very interested in investing in faculty and programs in those areas. Kind of a pilot area to show that we have real excellence in there. And so I'm not quite certain how it will play out but I do know that we will either add positions in business or upgrade term positions, tenure track positions in business to strengthen that point of interest.

While not being as specific, Professor Kirkland agreed that additional faculty would be a positive addition to the program.

> We [would] have a more efficient, more productive, school. We'd have…a better product being delivered to the students and we'd have fewer people feeling like

they're running around with their, you know, chickens with their head cut off. Trying to do too many things. So, we end up doing them at a superficial level, right. Instead of being able to focus on two or three things that are your primary function and that you do really really well.

Professor Tennyson identified their belief that a major benefit to the faculty, and thus the academic program, would be the addition of more faculty administrative assistance. Having more clerical support would enable the faculty to focus on their academic pursuits and their work with students.

> I think our staffing numbers in general we are very low in comparison to other schools of what we do. Just the day to day secretarial work…our secretary in our building is here till noon. But she's the secretary for [three academic departments] and she's here eight till noon. That's hard, I mean it's just not enough. And so faculty talk a lot about they're overworked, a lot of that overwork is doing things you would normally give to an administrator to do, you know, an administrative staff person.

In addition to clerical support, professional administrators to assist the faculty in high level work were much needed, according to Administrator Sensor.

> I think there's a recognition that on the academic side, administratively, we're kind of thin. So, some key initiatives like civic engagement or active learning don't get as much traction because we don't have…enough time on the part of anyone or group of faculty members to really get them going. There's a recognition of…the need for someone to champion, just generally to champion some of these things and keep them out there and we struggle to do that just on a time basis.

Administrator Wilkins, while suggesting that there had been some improvement in this area, agreed that professional staff dedicated to supporting the faculty was important.

> Administratively we're also working on people who can help with graduate placement and people getting national scholarship kinds of things. So, like the Rhodes Scholars…I mean kind of working at that level. So there's been some, some work in coordinating and staffing people to help out with that area. And, that's still something that's not quite a, you know, full [time] person. So there, there are these things that you know, you're going to get these three things until you can make two of them a full time job. You're going to continue to do three of them and then at that point in time when it's developed, you know it kind of, it's

like cell separation, okay now it's worthy of two people. So there are plans in that way.

Focus on staff for student recruitment and retention. Although not directly

tied to the academic side of the house, ongoing investments in student academic support

through the student life office is needed according to Professor Riggs.

> We have a beefed up … the student support services program. That is we got a lead director for student support services and…[they] have really upped the ante on what they're trying to do. So in that sense we've got, we got lots of new ways of tracking some of the students who are under achieving on the student support services side. There are tutoring services being offered for the students who simply need more help.

Administrator Brown acknowledged that investments in student academic support not

only improved the academic life of the college, it helped the business model by

improving retention.

> We're trying to insert ourselves in that whole exiting process to see if we can save some of those students. So that's a new position, we have invested some staff money in tutoring and study skills. Again, I'm not sure what these positions are even called but to help students who maybe are just need a little boost with their study habits or writing skills or computational skills or whatever. So we've added some staff in that area. So, again that was, that specifically was to try to, well both of them were trying to improve on our graduation rate. Improve on our retention rates, which help with enrollment growth and academic reputation at the same time.

> Professor Meyer stated that investments in student life in the area of student

academic support helped to raise the overall academic profile of the students at Selective

College.

> We were doing a search for the last four years for a communications across the curriculum director. It's strange because it's half-staff, half-faculty. So, it's a tenure track faculty member but they're staff because they run the writing center and things like that. And we just hired someone this past year and put a lot of focus into that. Then also there's a new teaching and learning center director…she has started up a lot of extra…reading groups for students…that need help just with grammar issues, grammar groups, right? So, a lot of this extra sort of help for students. In the last three years, because of the teaching and

learning center directors position, we started supplemental instruction which pays students who have taken really difficult courses before to sit in on the class again and then hold office hours and problem session hours for students at night. And so besides students having the ability to come to faculty for help and you know go for a private tutor, or drop-in tutor, they also have the supplemental instructor. So, I think a lot of this has been happening already and…money had been put in to that. I think it's really useful because it has been increasing not only students' perception of the help we give on campus, but it's allowing the faculty to increase rigor because there are now more…places that students can go for help.

Administrator Anderson alluded to the importance of being able to demonstrate outcomes, which helps improve the profile and perceived value of a Selective College education. Anderson believes that key investments in student life will improve those outcomes and improve the academic life of the college.

I think that student affairs needs more staff, meaning, not just student affairs as a whole, but in two areas, in counseling they need more people and I think in career development. Because, a lot has to do with…experiential education, civic engagement is basically, you know, career development. Alumni mentoring, learning and leadership development, it all has to do with career development. So, career development needs more enhancement.

Another area identified with needing additional investments to increase revenue and assist the strategic plan was admissions and marketing. Professor Tennyson alluded to the need to increase personnel to assist in the recruit process.

If we're gonna help students be as successful as they can, we definitely need more people in those student based areas [such as] recruiting, helping with admissions, making phone calls to potential students. You spend an evening with them on the telephone and you go 'wow, they need like 20 more people over there doing that job', you know what I mean?. So, I think we're very short handed and some faculty don't want to hear that because their push is that we need more faculty.

Professor Myrick concurred that more admissions counselors were needed, "oh we need some more admissions representatives. I think we need some more, I mean we're like [omitted] we're tuition driven and you know we have a wonderful, relatively new

enrollment management VP, but I really think they need some help over there, in terms of just numbers."

Professor Will agreed that additional admissions staff were needed, "we need more admissions people. We don't have enough admissions people. That's clear, I think. I don't know about the development office, if that's the right size or not. But we certainly need more admissions people." Professor Meyer added that additional admissions staff would enable faculty, who were already very involved with recruitment efforts, to have more in-depth and meaningful interactions with prospective students.

> We currently have faculty calling in admissions at night, just to talk to students, which I think is a great. Not only are we helping out admissions staff but faculty are the only ones who really know their programs right and so you could talk to a prospective student and you can say 'oh, you're interested in chemistry or you're interested in art, you're interested in history do you know what we've been doing in these programs with students, the opportunities students have' and things like that. And, I think if there were more admissions staff, you know, perhaps faculty can talk to them more about what's been going on and they could focus on, you know, different issues that have been happening. But they're probably definitely going to be understaffed…as the campus grows to larger numbers and more students come.

Trustee Tebon agreed that investments in admissions were needed, but also added that a focus on marketing and increasing the strength of Selective College's brand was also necessary, "Same thing with admissions or, we're investing some money there. We've invested some money in marketing." Professor Rupp elaborated on the recent creation of a VP for Marketing at Selective College and that the main motivation was to increase brand awareness. According to Rupp, "I think the creation of the position that's currently being held by [omitted], which is sort of campus wide marketing, was a move in that direction and he's leaving the college after this academic year. I'm not certain if he's gonna be replaced or not. But that certainly…represents a move in this direction."

Administrator Watling added additional insight regarding recent investments into the marketing efforts of the college, "…We've added a few people…a part time person, to help with social media, a part time person help with design and layout, over in college relations. We are very thinly staffed administratively."

Focus on adding development positions to increase fundraising efforts. On the other side of the college, investments in the alumni relations and development office of the college were recently made, with more expected to come. These investments, made with the anticipation that a fundraising effort would be an outcome of the strategic planning process, were expected to create additional revenues to make the goals within the plan a reality. Administrator Wiley discussed the focus on the admissions and development areas with hopes that it would help with the effort to secure additional resources.

> So, development has gradually been growing. Their staff has been [brought] more expertise in, they've been hiring more people. Right now I'd say we're looking at admissions, needing to grow the staff there. Beyond that, we really have not made a lot of progress because of the scarcity of resources. If all these dreams are realized and, you know, all the donor gifts come in…it's happy birthday for everybody but right now those are the two areas where we've agreed would need to grow.

Professor Myrick succinctly summarized the motivation for adding development staff by stating, "We've added staff, which I think was a good decision, in the development office to help raise more money, to get more gifts."

According to Administrator Wilkins, investments in personnel in the college's development operations were long-term and deliberate.

> On the budgeting side I know that we also did do some budgeting to make sure we had enough staff within the development office. Getting that office started out five, six years ago with a very skeleton group. So one of the key things that they did early on was realize that if we are going to be in the next five, six years at that

139

point in time, embarking on a capital campaign that we'd know we'd be embarking on…we have to get that staff in, established, settled. We've got to give them information they need. We've got to give them the research they need. We got to give them the tools and they've got to be ready, they've got to get ready to run, you know. So they started ramping up the staffing in that office in order to get ready for that process. It did impact the budget on the gifts coming in, yes. But also in the infrastructure in which those gifts would be researched, mapped, sought, followed up on. I don't want to say discipleship but the mentoring…of those people to get in the right mode to go into a huge capital campaign and get them thinking about that.

Professor Kirkland added, "I think it was a really strong argument made for hiring a lot more people in development years ago, and I don't know if that was part of the strategic plan or before it or somebody else's…idea. But, …development made a pitch for that and the trustees made a pitch for that. They're like, 'look if you want more money, you gotta hire more people to get more money.'"

Administrator Jones was also among those who expressed support and rationale for increasing resources for the development staff in order to make the strategic plan a reality. Jones stated, "So, [the vice president for advancement] is upgrading our staff to do a campaign. So, the campaign is part of the strategic plan, right." Professor Lyke provided additional background and support for this effort.

We've already added people in development, over the last couple of years. We just hired people. We now have, I don't know, at least two if not three people who are involved with alumni and they're not full, none of them I think are full time doing this, but they're all involved in bringing back alumni to campus for campus visits. That role of the value of the alums and that we ought to have our alums be a great resource for the college. It's one of the things that's in the plan.

In spite of additions to the development staff over the past few years, it is clear that conversations about adding additional staff are still on the table for discussion as a campaign nears. According to Professor Conklin, "We certainly talked about hiring additional administrative staff in development, in external relations and alumni relations.

…I think there, there was a definite sense that we're going to have to hire more staff to, to be able to implement the things that we want to do." Professor Hiner added, "I know there have been some changes in development, they've got some new development officers. I don't know how directly related that is…I hear them talking, talking about a capital campaign to take the next step and certainly if there is a capital campaign some people will be hired."

Strategic investments have been, and likely will be made to the development staff in anticipation of a pending comprehensive fundraising effort focused on unrestricted annual support, endowment support, and the renovation and construction of facilities. These investments in personnel were made with an expected return on that investment. Development work, much like admissions, requires a mix of strategy and science in conjunction with important personal interaction between the donor and a college representative. Investments were made in the belief that personal relationships are being built upon in preparation for a coming campaign. The cultivation work that is taking place now with key leadership donors and prospects will form the corpus for early gifts to the pending campaign.

Summary. In conclusion, regardless of where additional staff is identified as being needed, the vast majority of the time business rationales related to increasing revenues was cited as one of the desired outcomes. Additional staff in development, admissions, and marketing will help engage and solicit donors and attract more students to increase philanthropic and tuition revenues respectively. Similarly, retention specialists would help struggling students stay enrolled by giving them extra assistance to be successful in the classroom. Along those lines, administrative support for faculty

would give them more time to interact with students outside of the classroom which will help them provide a higher quality experience which will attract better students, possibly higher-paying students, and provide more time for them to work with students who are struggling and who could otherwise fail academically which helps shore up retention.

Summary

This chapter represented the results and findings collected from 23 personal interviews with study participants and the review of 58 pages of additional data related to the recently completed strategic planning process at Selective College. In addition to gaining an understanding of how the process was conducted and why, in addition to how decisions were reached, this case study also analyzed the role philanthropy plays in determining facility priorities, programmatic initiatives, and what investments were made in terms of personnel to make the strategic plan a feasible goal.

In regards to the administrative decision-making model utilized during this process, neither of the three traditional models (collegial, bureaucratic, or political) applied. Based on information provided by the study participants during their interviews and gathered by the researcher through the analysis of documents, a new model emerged that encourages feedback from many but leaves the ultimate decision-making to a select few who use the need to maximize revenue as the filter by which decisions are made. The feedback and revenue model allowed Selective College to be nimble in its decision-making and able to make needed adjustments during the recent economic downturn. However, some may argue that these decisions were made in a vacuum with not enough input from the broader community and enough time for deliberation.

It was evident in the analysis of Research Question A that donor influence and financial considerations played a significant role in regards to capital projects within this strategic plan. In addition, creating unique spaces that drew students and enhanced the academic and co-curricular programs was a driving force. In regards to Research Question B, donor influence had limited impact upon the academic and co-curricular program, but only within the context of Selective College's liberal arts and sciences mission. There is also evidence of creating value added programs, thanks to donor gifts, to help enhance the academic prestige of the college. Finally, the answers to Research Question C made it evident that additional personnel have been or should be added to make the vision of the strategic plan a reality. This is particularly true for revenue generating positions, particularly in development, as well as in admissions and marketing. Positions aimed at helping retain current students such as academic counselors and administrative assistants for faculty, which will allow them to spend more time with students, were also identified as being a priority.

The final chapter will focus on providing interpretations, conclusions, and recommendations using the data collected, to further answer the research questions and other themes identified during the course of this study. A summary of the themes will be provided, as will a synthesis of those themes that will result in four important findings and observations. In addition, the researcher will provide recommendations for practitioners and for future research on this topic, based on the findings.

Chapter V

Interpretations, Conclusions, and Recommendations

The previous chapters have highlighted the statement of the problem, summarized existing literature and studies on this topic, discussed the methodology utilized during the course of the case study, and presented the findings. This final chapter will focus on the interpretations, conclusions, and recommendations from the researcher, regarding the role of philanthropy in a strategic planning exercise at a four-year liberal arts college. Four important findings result from the study, which influence practitioners and scholars alike, regarding the role of philanthropy in strategic planning processes and what decision-making models are utilized during these processes. These key findings will be discussed, as well as recommendations for practitioners regarding practices to implement on their campuses and for future research on this subject.

Purpose

The purpose of the study was to address deficiencies in the literature by providing an in-depth view of how the constituencies of a four-year, private liberal arts college in the United States believed philanthropy affected a strategic planning process and how administrative decision-making models were used during this planning process. The case study, which was conducted at a singular private liberal arts college following a recently completed strategic planning process, answers the following research questions: a.) How did philanthropy affect planning for capital projects within a strategic plan? b.) How did philanthropy affect the focus of current and future academic offerings of an institution? c.) How did philanthropic considerations affect the organizational structure which supports the fulfillment of the strategic plan?

144

Analyzing the topic of how philanthropy and strategic planning have a mutual influence upon one another, using case study methodology, provided practitioners and scholars with a deeper understanding of a strategic planning process and how philanthropy affected that process. In addition, exploring how decision-making models were utilized in this process provided an important insight into the practice of shared governance and decision-making at a private liberal arts college. The findings of the study provided higher education leaders and practitioners with insight regarding the role philanthropy played in a strategic planning process and how decision-making models influenced that process.

Statement of Significance

Liberal arts and sciences colleges are uniquely American institutions. As highlighted, their very existence is due to the philanthropic generosity of wealthy individuals and/or religious or philosophical movements (Thelin, 2004). As private institutions, they receive little direct state or federal government support and rely predominantly on tuition revenues, endowment earnings, and philanthropic support to balance their budgets (Balderston, 1995). By providing high-touch experiences for their students in and out of the classroom, liberal arts institutions are not particularly cost-efficient (Stimpert, 2004). Due to their reliance upon private support and tuition revenues, liberal arts and sciences institutions are particularly susceptible to ebbs and flows in the economy. How these institutions plan for the future and the extent to which philanthropy factors into these plans was an important question to examine (Connell, 2006). Further, what decision-making model was used to craft these plans was worth investigating.

Providing additional research and literature on this timely topic added to the current literature on these topics and helps in the effort to give current and future private liberal arts college presidents, governing boards, and other members of the campus community, a frame of reference by which to compare and guide their actions relating to these issues. Having a sense of how a similar institution carried out a strategic planning process in the shadow of economic challenges, will be beneficial to liberal arts institutions' campus and governance board leadership. In addition, scholars and researchers in the field will find this study beneficial as it provides additional literature in these emerging subject areas.

It was evident during the case study of Selective College that philanthropy did play a role in facility planning, as well as the implementation of new value-added academic and co-curricular programs. There was also evidence that new administrative salary lines were created in response to the need to increase philanthropic revenue. In addition to philanthropy, there was a focus on increasing revenue through tuition and fees, which further influenced these programs and initiatives. However, the core mission, values, and academic liberal arts and sciences focus of Selective College was not altered due to the influence of philanthropy during its recent strategic planning exercise. It was also apparent during this case study that a new form of institutional decision-making emerged which allowed for feedback, but resulted in senior administrators and board members making final decisions with the ultimate goal being an increase in revenues. The fact that this planning exercise occurred during the aftermath of a significant economic recession underscored the importance of creating a new plan for budgeting and maximizing resources.

Summary of Themes

A total of 12 themes were identified during the course of this study which answer the three research questions, an analytical framework question regarding decision-making models, and an ancillary question which provided insight into participants' beliefs regarding the rationale for undertaking a strategic planning process. Participants' beliefs regarding the rationale for completing a strategic planning process produced two themes. One theme stated that the primary rationale for instituting the recent strategic planning process was to review and improve the college's business practices and programming in light of the economic recession, as well as to budget for the future. The other theme asserted that the primary rationale for instituting the recent strategic planning process was to create a case statement for a pending comprehensive fundraising campaign.

The analytical framework for this study focused on participant beliefs regarding which administrative decision-making model was utilized during the strategic planning process. While the organizational structure of Selective College was organized in a way to encourage shared governance, this was not a truly Quaker-style form of collegial decision-making. A model centered on providing opportunities for feedback from various internal and some external constituencies through formal and informal venues was encouraged, but it was clear that ultimate decisions were to be made by the senior administration and the governing board. While faculty members were provided opportunities for input through the shared governance model, and staff was allowed input through various town halls and other discussions, students were provided little opportunity for input.

An overarching driver in the decision-making process was to maximize revenue whether through increased enrollment, improved retention, and/or enhanced philanthropic

support. As feedback was provided to the senior administration and board, a major filter by which suggestions were evaluated was whether it would improve the facilities or programming which would result in increased tuition revenues. In addition, with a fundraising campaign in the planning stages, providing a vision that would resonate with donors and provide them opportunities to see instant results was important. A new form of decision-making emerged, which provided opportunities for feedback, with the final decision resting with institutional leadership, and sought out to maximize revenue streams.

The first research question asked how philanthropy affected planning for capital projects within a strategic plan? Three major themes answered this question. The first theme asserted that ongoing and planned capital projects were impacted by donor influence or considerations, as well as financial considerations regarding the cost of construction. The second theme determined that ongoing and planned capital projects were focused on recruiting and retaining students of higher academic quality. The final theme stated that ongoing and planned capital projects were focused on enhancing the quality of the academic and co-curricular programs by creating unique niche facilities.

Improving facilities in hopes that they attract an increased quantity and quality of students was a driving factor in determining enhancements to the physical plant of Selective College. By attracting more students, and more students of higher academic ability, the college would benefit financially and in its reputation. An enhanced academic reputation could result in attracting more students willing to pay a higher price in exchange for an improved Selective College education. Making these facilities become a reality has and will take significant philanthropic investments from alumni and friends of

the college. Donor considerations, as well as financial considerations, played a major role in shaping the scope and programming of facilities that were under construction or will be in the near future.

The second research question asked how philanthropy affected the focus of the current and future academic offerings of an institution? Three major themes were identified based on the research. The first theme asserted that core academic and co-curricular programming initiatives in the strategic plan were not influenced by donors or philanthropic considerations. The second theme stated that academic and co-curricular programming initiatives in the strategic plan were influenced by the college's interest in attracting higher quality students and retaining current students.   The final theme answering this research question claimed that value added academic and co-curricular programming initiatives in the strategic plan could be or were influenced by philanthropic considerations.

While the core liberal arts and sciences mission of Selective College was not threatened during the course of the strategic planning process, new value-added initiatives aimed at attracting higher quality students were introduced and made feasible through donor support. These initiatives, such as the presidential portfolio project, created new opportunities for enhanced faculty and student interaction beyond the four walls of the classroom and outside of the normal academic calendar. By creating these value added programs and opportunities, it is assumed that higher quality students will see the increased value of a Selective College education versus other institutions. Thus, they will be more likely to choose Selective and be willing to pay a higher premium for

their education. Donors played a significant role in choosing which value-added initiatives became a reality by opting to fund to a project, or not.

The third research question asked how philanthropic considerations affected the organizational structure which supports the fulfillment of the strategic plan? Three major themes were identified that answer this research question, based on the research. The first theme stated that development positions are, or should be, a primary focus for additional salary lines to increase philanthropic support. The second theme emphasized that student recruitment and retention positions were, or should be, a primary focus for additional salary lines to increase tuition revenues. The final theme claimed that program driven positions, such as new faculty and academic support staff, were or should be a primary focus for additional salary lines to enhance the academic program. Many participants felt that more than one of these themes applied within the context of the strategic planning process at Selective College.

An investment in revenue-generating positions was an important next step according to the key informants. Whether there were investments in development, admissions, or marketing positions, there was a realization at Selective College that the strategic plan would only become a reality if there were the philanthropic and tuition revenues available to fund the vision. While an investment in revenue generation was seen as a priority, there was also a feeling that increasing the amount of time that faculty and students interacted in and out of the classroom was an important part of the Selective College mission. Therefore, reducing the student/faculty ratio by creating new faculty lines and providing more administrative support for the faculty would provide more opportunities for faculty to focus on teaching and conducting research that involves

students. It was argued that this increased faculty and student interaction, would in turn, create an increased enrollment demand for Selective College which would result in increased revenue.

Discussion of Findings

Four major findings were identified during the course of this case study. The findings were identified by reviewing the 12 themes in the context of the literature. In the context of the literature, some themes were more evident for a discussion on the state of liberal arts colleges. The researcher made a decision to focus on these four findings to illustrate all 12 themes, the complexity of the themes as they relate to the literature, and the main research questions of the study. The first finding confirms the role of donor and philanthropic considerations and the influence they have over the strategic planning and decision-making processes. The second finding describes the rationale for strategic planning as being more business oriented than altruistic. The third finding proposes that a new decision-making model emerged that calls for collegial decision-making to be limited, more business-minded, and accelerated. The final finding from this study suggests that an outcome of the strategic planning process was increased personnel in areas that increase revenues and help demonstrate added value in a liberal arts education. These four findings serve as a foundation for a contemporary discussion of philanthropy and administrative decision-making models and their role at a liberal arts college.

Finding One: Donors and Philanthropic Considerations do have Influence over Administrative and Academic Processes and Decision-making

While there did not appear to be any significant donor influence over the core academic liberal arts program and mission of the college, donor influence and

philanthropic considerations did appear to influence many other aspects and functions of Selective College. It is clear that donors can influence the timing, scope, and purpose of facility projects, as well as their use. Philanthropic gifts were also deemed as necessary to make special value added projects and innovations a possibility within the existing liberal arts and sciences mission. There was also evidence of donor influence in facility planning and programming in the co-curricular functions of the college. Selective College has also begun to measure outcomes of various aspects of its operations, in order to show return on investment to its governing board and select donors. In essence, while philanthropy does not appear to have influence over the core academic heart and soul of the institution, no other function of the college appears to be free to operate without considering donor interests and the impact of philanthropy.

The issues facing Selective College, and the way that institution tackled those challenges, can likely be found at dozens of other similarly situated liberal arts colleges across the country. Increasing philanthropic support is a commonly referred to solution to many budgetary challenges, particularly when there is not a strong sense that the pricetag can be increased to maximize net tuition revenue (Kiley, 2012). The leadership of small liberal arts colleges, that are primarily tuition dependent, understand that the survival and success of their institution depends on its ability to gain ground thanks to donor support. As alluded to by Cook (1997), there are few measurements of performance more important than how effective a president, and their administration, is in raising philanthropic support and managing donor expectations. It is possible that the need to show solid performance in fundraising efforts, in order to help secure the legacy

of the current administration and show positive movement forward, has opened the door for more donor influence and input at private liberal arts and sciences colleges.

The finding that philanthropy does not influence decisions surrounding the core curriculum of Selective College is comforting to those who believe that the curriculum of a college is the very foundation upon which it exists and is, thus, beyond influence. By not allowing philanthropy or tuition revenues to dictate the core of the academic program, Selective College will not likely find itself chasing fads, such as nursing programs, and can instead invest in its liberal arts and sciences academic core. Others may argue that not looking at the core curriculum, and finding ways to further maximize tuition revenues or leverage philanthropic dollars, leaves the college with few opportunities to be nimble and inventive. In addition, with an increased focus on post-graduate outcomes, prospective students and their families may feel that an inability to review the curriculum to make it more contemporary may mean that institution's degree has less value in today's job market. While the liberal arts and sciences mission of Selective College was not impacted by considerations focused on maximizing revenue, many other aspects of the college were susceptible to this influence.

Perhaps the most obvious example of philanthropic influence over the strategic plan decision-making process at Selective College was the combination of business and science departments into one new physical structure. As described by many members of the campus community, merging two academic disciplines with significant facility needs into one facility not only met programmatic needs, it also multiplied the potential donor base needed to support the construction. A joint facility also cut down on the costs of construction by building one facility rather than two unique structures. While the idea of

integrated learning between business and science played a supporting role in the decision to build a joint facility, it is clear that financial limitations and the hope of tapping into a broader donor base played the leading role in that decision. This compromise of placing two disciplines into one facility made the project financially feasible and will ultimately strengthen both academic programs by placing them in a state-of-the-art facility as well as provide unique integrated learning opportunities within its walls.

It is also obvious that without philanthropic support, special projects and initiatives, such as the presidential portfolio projects, would not be easily supported otherwise within the budget. Not only do donors make these projects feasible, they can also have influence over which portfolio projects occur by funding them, or not funding them. Without an alternative way to make unique student learning and faculty development experiences feasible, donors have a great amount of control over innovation at Selective College. Donor influence is also evident in co-curricular programming and facilities. This is particularly true in regards to facilities where recent additions to the scoreboard at the football field were interpreted by study participants as being completely donor driven. In addition, future additions to Greek Life housing options seem to have been identified as an area for expansion pending donor support. Kotler and Murphy (1981) would likely view this approach as being a form of short-range strategic planning wherein short term issues related to finances, as well as enrollment, fundraising, programming, and facility management, are being addressed.

Donor influence in co-curricular programming was also evident, particularly in regards to the recent addition of a new chaplain on campus. Not only was the position purportedly pushed and funded by a donor, the idea of creating a strong tie to the church

associated with the founding of Selective College was proposed as a way to broaden the tent of prospective donors. Co-curricular and curricular programming is also seeing an increased demand by donors and governing board members to demonstrate outcomes and show a return on investment. The push for program heads to demonstrate quantitative evidence that their program is making the desired impact on students as well as the campus and local community, can certainly alter the course of action for those programs. Feeling forced to demonstrate return on investment and to focus on the bottom line, in order to receive funds to maintain or expand their operations, can result in programs focusing less on providing learning opportunities and experiences and more on proving their relevance and defending their place on campus.

Finding Two: Business Oriented Rationale for Undertaking Strategic Planning Process by Reacting to External Influences

An important outcome of this study is gaining an insight into why Selective College undertook a strategic planning process when it did and what was the expected outcome of this process. The evidence gained from the various sources of data makes it clear that the overall goal for completing the planning process was to create a plan for the college to follow over the next five plus years. In many ways, the need for a solid plan was a needed response to the recent economic depression which impacted higher education endowments, as well as estimated family contributions towards tuition. In response to what was occurring in the external market, Selective College needed to review its business model in order to maximize revenues. As Balderston (1995) notes, institutions have become increasingly dependent on tuition revenues, endowment earnings, and fundraising activities to remain viable. Creating a plan to maximize these revenue streams, in response to external market forces, was important for the future

155

vitality of Selective College. Reacting to external market forces by focusing on short and

long term plans to increase revenues is a change of mindset for many higher education

institutions where change occurs much more deliberately. A new plan was also important

in helping to identify and subsequently create ways to improve the programs and

facilities to attract higher quality students as well as those who can pay more for their

education. Finally, having a solid plan for the immediate future provides Selective

College with a vision that it can now take to its nearest and dearest friends and supporters

in order to begin the process of fundraising for these needs.

The negative impact of the recent economic depression on colleges and university

balance sheets forced many institutions to retrench and rethink how they operate. Private

liberal arts and sciences colleges like Selective College were particularly susceptible

given its modest endowment, its modest nationwide draw for students, and the modest

estimated financial contribution of its average student. As Hammond (1984) cited,

economic depressions often have crippling effects on the enrollment and budget scenarios

for small liberal arts college. This is particularly relevant when considering that most

small liberal arts colleges gain 75% of their revenue from tuition and fees (McPherson &

Schapiro, 1999). While Selective seemingly rode out the recession better than many

institutions, creating a plan to strengthen its finances and prioritize its spending was

important in order to be better prepared for future economic downturns. As Davis (1968)

suggested, the strategic planning process also forced the campus community to think

about the future in terms of new ways of operating, teaching, and investing resources.

Part of preparing for a stronger financial future includes the creation of unique

programs and upgrades to key facilities that will help Selective attract not only more

students, but more academically strong students. It is assumed that higher achieving

students also come from wealthier socio-economic backgrounds, which will enable them

to pay more for an education that they assess as being higher in quality. Part of

increasing that perceived quality includes creating programs, such as the integration

between science and business, which provide unique learning opportunities with a nod

towards the future. Increasing the quality of key facilities, such as the soon-to-be-

completed science and business center and proposed renovations to the library and

student center, also helps reinforce quality by providing state of the art venues to study,

recreate, live, and play.

This plan capitalizes on the broadly held belief that families with means will pay

more for what they perceive as having added value. Whether it be paying full tuition to

get their student into an Ivy League institution, or paying more for access to state of the

art programs and facilities, families with means will pay more in order to receive a higher

quality education. Schools like Selective College cannot unilaterally pull out of the arms

race with other colleges and universities who are trying to attract these types of students.

However, there is no evidence that Selective seriously entertained the idea of eliminating,

reducing, or consolidating existing programs and operations in order to reduce costs. A

critical review of existing operations may have led to cost savings that could have been

reinvested into the program, in addition to proposed investments funded by new

philanthropic gifts or increased enrollment revenues.

Finally, having a solid plan for the future is important for many stakeholders,

particularly for donors and prospective donors. Not only does it provide donors with a

sense of where the college is heading, it also provides a vision that can inspire them. A

strategic plan can become a reality with the assistance and generosity of donors. It is also

clear that people want to support successful, innovative, and impactful organizations.

Having a plan for the future not only shows steadiness and strength, it also reaffirms the

college's current and future sense of purpose and mission. As stated by Kotler and

Murphy (1981), conducting a strategic planning process shows willingness by

institutional leadership to examine the greater higher education environment and position

their college in a way to be successful moving forward. As evidenced at Selective

College, and referred to in the literature, strategic plans often provide the basis for

subsequent fundraising initiatives. By having a clear, concise, measurable, and endorsed

plan for the future, the various constituencies can work together to provide the

appropriate resources towards programs, facilities, and personnel that will make the

vision of the plan a reality.

Finding Three: An Emerging Decision-making Model: Feedback and Revenue

Over the course of this study, it was apparent that the decision-making model

used during the strategic planning process at Selective College was not purely collegial,

nor political, nor bureaucratic in nature. There was little evidence given by participants

or in official documents of negotiation or quid pro quo as Bess and Dee (2008) suggests

should be found in instances of political decision-making. There was also a lack of a

formal rigid structure in the process that Tierney (2008) describes as being core to a

bureaucratic exercise. Bess and Dee (2008) describe a pure collegial decision-making

model as encouraging consultation and shared governance amongst all members of the

campus community. The process was also not purely collegial in that it was not an

example of governance by consensus. Contrary to the scenario that Gibson (1992)

describes, the faculty of Selective College did not have final say over which new initiatives were to be included or excluded.

While various college constituents were given the opportunity for input, the final outcomes were not the product of a collegial Quaker-style town hall process where the route chosen was that of least resistance. Based on participant feedback and other data uncovered by the researcher, a new feedback and revenue focused model was used during this process. Whether it was due to the economic pressures felt by Selective College during the recent recession, or the increasing professionalization of higher education administration, evidence shows a new form of decision-making model emerged in order to meet the need to make quick and decisive decisions. This evidence suggests that the traditional collegial, bureaucratic, and political models may be out of date and not useful for contemporary decision-making in higher education when considering the impact of the recent economic recession.

Based on data collected from the key informants, the feedback and revenue model has some similarities to the cybernetic model championed by Birnbaum (1991) in that systems for input were put into place during the planning process at Selective College. However, given the size and culture of a small liberal arts college, as is the case at Selective College, employing different decision-making styles for various situations is not likely to be well-received in such a tightly-coupled organization. While there may be healthy competition between individuals and departments, there is not a strong basis for competition for substantial resources as might be found between schools of a large loosely-coupled university. Thus, using various styles in dealing with different individuals or departments would not be a successful model in a relatively small

administrative model. In addition, with a very small hierarchy in place, the need for 'thermostats' to alert the administration about departments or individuals losing focus or underperforming seems unnecessary. The feedback and revenue model is a better fit for institutions like Selective College, which is a tightly-coupled organization that works to provide an quality product using limited resources. While feedback is accepted and encouraged, decisions are ultimately vetted based on their ability to enhance the finances of the college.

The rational and cultural decision-making models do not appear to be an exact model for the recently completed strategic planning process at Selective College. The boundedness construct of the rational model was not met in that it was not clear who was charged with making final decisions, and within what timeline, with no formal committee in place to do so. Further, the perceived significance construct was not met as there was no evidence of policy changes that carry consequences with them as an outcome of the planning process. While the focus on offering opportunities for feedback was in deference to the traditional collegial culture of Selective College, the planning process at Selective did not examine or address all of the issues at the core of the cultural decision-making model. While the liberal arts and sciences mission was reinforced during the process, other broad areas of focus in the cultural model, such as environment, socialization, and what is expected of institutional leadership, were not addressed.

The feedback and revenue model for decision-making allows for input from the broader community including faculty, staff, and alumni via formal and informal venues. Whether it be through representative committee structures where faculty and staff leaders funnel input to the senior leadership and the board, or through participation during

160

question and answer sessions in scheduled town hall meetings, opportunities for input were given. However, unlike the pure collegial decision-making models, that input could be used or disregarded. As Tierney (2008) describes, collegial decision-making is truly present when "a community of scholars operates around notions of respect and consensus" (p. 152). Ultimately, the senior administration and the board of trustees made the final decisions about the future of the college and the best path to take in order to reach the desired outcomes. As a result, while opportunities for collegial input were granted and encouraged, the ultimate decisions were made by the senior administration and the governing board.

In addition to feedback, this emerging decision-making model also stressed the use of opportunities to maximize revenue through tuition, fees, and philanthropy, for example. While feedback from faculty, staff, and other constituencies was encouraged during this process, the ultimate scale by which various proposals were measured by was whether or not these initiatives would help to generate additional revenues for Selective College. Recommended outcomes of this planning process validate this observation via investments in facilities, personnel, and programs to attract and retain more students and higher quality students. In addition, creating a vision for the future that includes opportunities for donors to realize immediate measurable results encourages philanthropic investment into the organization.

The opportunity for feedback from key external stakeholders may continue as the college will likely undertake a feasibility study prior to launching a fundraising campaign focused on the outcomes of the strategic planning process. During this endeavor, key donors and prospective donors will be given the opportunity to share their reactions and

161

interest in various aspects of the college's strategic plan. Feasibility studies are considered as being a best practice for institutions who are preparing to launch fundraising campaigns (Mai, 1987). It is during this exercise that it is determined which aspirations for the college have support amongst the donor base, thus it should be included in a subsequent campaign, and which may need to be addressed using other resources (Mai, 1987). While the strategic plan may be complete, which aspects of it can be funded through philanthropic support is often decided based on feedback from key external stakeholders.

In reality, higher education administration has become far more professional and organized in recent decades. Fewer faculty members and deans are finding their way to the presidency and into other senior administrative positions. Thus, an increasing number of staff members end up spending their entire careers as professional higher education administrators having only rarely set foot in the classroom or having served on a faculty committee. Not having experience collaborating on various topics with their peers as a member of the faculty, many administrators do not have first-hand experience using collegial decision-making models in a professional setting. Instead, they are serving in positions in fundraising, admissions, marketing, and finance; where decisions often need to be made quickly in order to mitigate risk or maximize opportunities. This new way of making decisions has similarities to how businesses and corporations function. The fact that higher education administration is becoming more business-minded leads to the creation of this feedback and revenue model of decision-making where input is sought and granted, but decisions are made by those entrusted and expected to do so.

While the use of this new form of decision-making leads to a decreased sense of shared governance and ownership from various constituencies, it does allow the institution to be quickly decisive and nimble. In the case of Selective College, which is not financially strapped, nor flush, being able to move quickly to create a plan that will result in the increased quality and quantity of students is important. Similarly, having a vision ready to reveal to donors is also important and allows the college to more quickly take advantage of opportunities to gain financial support. The researcher suspects that colleges and universities that are truly struggling financially have even less room for collegiality in their decision-making styles as they have no room for missteps or errors, nor the time to winnow conversations down to true consensus. Similarly, wealthy institutions with higher academic profiles are perhaps more likely to be more collegial in nature as the financial stakes are lower in the event of a mistake and they may have the luxury of conducting a more prolonged planning process. In reality, given the recent dramatic shift in the higher education landscape, it is likely that none of the traditional decision-making models in their current forms are completely applicable. For schools like Selective College, the emerging feedback and revenue decision-making model allows for broad input but attempts to mitigate errors by leaving ultimate decision-making authority with senior administrators and the governing board.

Finding Four: Additional Positions Necessary to Maximize Revenues and Demonstrate Added Value

The need for additional personnel to make the strategic plan a reality seemed to be universally endorsed at Selective College. In particular, positions dealing with external relations and those dealing with academic and student support were identified as being

necessary to carry out the strategic plan. Externally, additional positions in admissions, development, and marketing were noted as being critical to increasing both tuition and philanthropic revenue streams. Internally, additional positions in student support and academic administrative support were cited as helping to increase retention of current students and provide faculty with more time to live up to the promise of an intimate learning environment where faculty interact with students in and out of the classroom. Whether they be externally focused on increasing revenue through various sources or focused internally on improving the product, additional personnel will be needed to make this strategic plan a reality.

While philanthropic support is viewed as being critically important to the future of the college, increases in tuition revenues are seen as having an immediate impact on the bottom line. Achieving additional tuition revenues is not only possible by enrolling more students, but also by enrolling more students who are capable of paying more for their education. In order to maximize tuition revenue, increasing personnel in the admissions and marketing operations was seen as being a natural investment for the college. Strengthening the brand perception of the college through marketing efforts and through personal outreach by personnel will hopefully result in increased interest in Selective College and a higher yield of students who are higher achieving academically and have more financial resources to bring to the college through tuition payments.

In addition to attracting higher quality students and more students of means, resources and additional personnel will be needed to help retain current students. During the course of this case study, the need to improve retention rates of current students at Selective College was reiterated on many different occasions. In addition to adjusting

financial aid in response to changes in students' lives which impacts their ability to pay their tuition bill, providing academic support and tutoring is important to make sure that students of lesser academic abilities are able to make the grade and stay enrolled. Keeping current students enrolled, at all academic levels, makes sense from a business standpoint given the costs associated with recruiting them and providing them with institutional aid and support. Until Selective College is able to attract higher achieving students and students with more resources, having the ability to attract and retain students of the current caliber will be important for the bottom line.

Keeping a strong and vibrant academic program focused on educating future leaders is important for the future of Selective College and other liberal arts and sciences colleges like it (Kaufman, 2008). Part of what distinguishes colleges like Selective is their ability to provide low teacher to student ratios, have classes taught by faculty with terminal degrees, and to provide interaction between students and faculty in and out of the classroom. While adding additional faculty lines would be welcomed and ideal, the addition of more academic administrative support positions would allow faculty to spend more time teaching and less time creating academic schedules and rotations, scheduling courses and classroom needs, and other routine administrative tasks. As argued by many participants, there are only so many hours in the day and the less time spent doing remedial tasks will allow more time for teaching, research, and other scholarly pursuits which will benefit the academic life of the college. From a business sense, it is likely that one and a half administrative assistants could be hired for the price of one entry-level assistant professor and provide existing faculty more time to educate and conduct research with their students. This investment will provide a good return in that it will

enhance the institutions ability to attract and retain quality educators and provide them with more time to educate and mentor students, as well as conduct research which will contribute to their fields of study.

As the strategic planning process concluded and the college began to embark in initial campaign planning, the role that fundraising would play in making the plan a reality was on the minds of many study participants. In terms of endowing and funding new programs, increasing merit-based scholarships for deserving students, and building new or renovating existing facilities, philanthropic support will be necessary to strengthen the short and long-term financial health of Selective College. As noted, many investments had been made in terms of personnel in the development operation in recent years and many members of the campus community expected there to be more. The role of development officers is relatively new in higher education, as the responsibility for fundraising historically rested with presidents and their boards (Worth & Asp, 1995; Rudolph, 1962/1990). As stated by Shaw and Shaw (2008), institutional leadership must invest in development programs and hold them accountable for outcomes in order to maximize return. Similar to understanding and supporting the increase in admissions personnel, it is clear the campus also very much sees the immediate and long-term benefits and return on investment that comes from a properly staffed and competent fundraising apparatus.

Discussion of Administrative Decision-making Models

As discussed in the third finding, a feedback and revenue focused decision-making model emerged during the recently completed strategic planning process at Selective College. The recent downturn in the economy, coupled with mounting

criticism by politicians and media regarding the value of a liberal arts education, has left all but a handful of wealthy private liberal arts colleges struggling to not only build upon their current foundation but to maintain and defend the status quo. Maintaining the status quo alone requires defending small faculty to student ratios, supporting dozens of student organizations and clubs, and fielding athletic teams with small rosters that do not generate marketing revenues like their NCAA division one counterparts. These are among other qualities of a liberal arts experience that are good for the educational experience but do not necessarily make for a strong business model.

Only those colleges with large nine or ten figure endowments are somewhat immune from the pressure to 'make the class' in order to meet their budgetary goals. Thus, most small liberal arts institutions find themselves tuition dependent and are forced to deeply discount the cost of their product given the reluctance of many families to invest in a private education. As a result, many institutions, including Selective College, are attempting to enhance the perceived value of their educational experience by creating value-added programs and experiences. In addition, many institutions do not feel that they can increase their net tuition revenue to help pay for current and new programming out of fear of pricing themselves out of the market for their current student demographic. Many institutions are turning to philanthropy as the stream of revenue that can most easily be tapped to help the institution move forward, let alone maintain the status quo.

As these new financial challenges and obstacles are faced by liberal arts colleges, how these issues are being resolved is resulting in a change in the use of decision-making models. As discussed, none of the collegial, bureaucratic, political, cybernetic, rational or cultural models were wholly applicable to the challenges faced by Selective College

and the timeline in which a solution to their concerns needed to be found. It is likely that many liberal arts colleges that are neither heavily endowed nor netting significant tuition revenue, like Selective College, are considering new ways of thinking and decision-making, in order to address new challenges and issues. The revenue and feedback model utilized during the course of this strategic planning process created opportunities for feedback, but left the ultimate decision-making authority to the senior administration and the governing board. It also used the need to increase and maximize revenue as the ultimate measurement by which new initiatives were measured.

The feedback and revenue model allows for an institution to be nimble because decisions can be made more quickly using this model than more deliberative models. Due to the ability to be nimble, a strategic planning process can be conducted on a more concise timeline which would result in the outcomes of the plan being implemented sooner rather than later. However, the ability to be more nimble is countered by the argument that a speedy process does not allow for due diligence to be performed regarding various proposals. Due to the speed that is possible in the feedback and revenue model, the decision-makers could be misinformed regarding the true state of affairs and make misinformed decisions. Further, a speedy process with limited opportunities for input from the greater constituency can result in voices not being heard and individuals feeling alienated. This can be particularly true when it comes to faculty who have traditionally held strong roles in shared governance and students who will be directly affected by the projected outcomes of the strategic plan. This result could negatively impact the ability to create a sense of endorsement and buy-in for the plan.

While economic stresses played a significant role in leading to the use of the feedback and revenue model during the recent strategic planning process at Selective College, there is also evidence that this new decision-making model emerged as a result of a change in the way governance is conducted on college campuses. The influence of faculty over all aspects of the college has diminished. While faculty still play the lead role in deciding and endorsing initiatives related to the curriculum, other aspects of the institution seem to have moved into the control of professional administrators and staff members. As higher education administration has become a more specialized field, fewer opportunities exist for faculty to have sway over a broad array of issues. Faculty are still given opportunities to provide input on issues related to external relations, marketing, fundraising, admissions, and budgeting; but final decisions are made by senior administrators and board members.

What the future holds for liberal arts colleges is likely to be a significant topic of debate for higher education practitioners and scholars. A select few liberal arts colleges in the top tier, in terms of financial strength and reputation, can likely continue to exist as they do now. Others will likely be faced with having to change their practices and mode of operating, if they cannot increase revenues and their reputation in the marketplace. Due to their inefficiencies from a business stand point, those colleges that cannot increase their net tuition revenues or draw off of large nine or ten figure endowments are likely to turn to previously unconsidered alternative sources of revenue in order to survive. Many institutions may also need to seriously considering the merger or outsourcing of some or all of their operations. It is likely that more private liberal arts colleges will seek ways to work more closely with their peers to share costs and resources. Without significant

changes in how they are ran, the moderately endowed and less affluent institutions will have to ask themselves if they can survive, for how long, and at what costs.

Limitations

There are some limitations in these findings that must be considered. A void in the findings of this study was the lack of student participation in the data collection process. While a recent graduate who was remotely involved in the planning process as a student was asked to participate in this study, the lack of student voice in the findings is a limitation. Student involvement in the planning process was likely limited due to the sensitive nature of the topics discussed. Much of the focus for Selective College in the years ahead surrounds the desire to recruit students with higher academic and socio-economic profiles. Discussing ways to attract and retain 'higher quality' students with financial means, with students who fit the current demographics of the Selective College student body, could be offensive to those students and make frank conversations difficult.

In addition, while the researcher felt that they received honest and frank feedback from the key informants, and the documents largely supported their comments, the findings of the study are influenced by their individual version of events and processes. The small college setting at Selective College with competing demands and possible tension as the result of the feedback and revenue model, may have made it a stressful environment for the key informants to participate in this study. It is also important to note that the data which led to the findings of this study is limited to Selective College. It is unlikely that the results of this bounded case study could be duplicated. Repeating this study at another college would likely produce different outcomes. Similarly, repeating this same study at Selective College would also likely produce different outcomes.

Recommendations for Practice

Observations from this study led to five primary actionable recommendations by the researcher for college and university leadership. The first recommendation is that a strategic planning exercise, depending on the desired outcome, is valuable and should be a best practice every five to seven years for every college or university. The second recommendation focuses on the importance of selecting a decision-making model that is right for the institution and the state of that institution. More affluent colleges and universities can afford to take time to use a more collegial model. Other institutions, like Selective College, may need to use a different model such as the feedback and revenue model that emerged during this study, to create an expeditious yet comprehensive plan for the future.

A third recommendation from this study suggests that investments in revenue-generating positions in admissions, development, and marketing are key to the financial success of any institution. However, college and university leadership must keep in mind that the ultimate measure of success is the quality of instruction by faculty and staff in and out of the classroom. Investments in revenue generating positions should not be made in lieu of investments in the faculty. Fourth, the leadership of any institution must be cognizant of the importance of philanthropy. Few, if any, private institutions would have been founded, or continue to exist, without donor support. Public institutions seem to be increasingly reliant upon philanthropy given a continued decrease in state support. However, the pursuit of philanthropic support should not come at the price of losing focus on institutional mission and values. Finally, while new investments in

programming and operations are necessary to stay cutting edge, these new expenditures

should be balanced with cost-cutting or cost-sharing when appropriate.

Recommendation One: Strategic Plans Play an Important Role in Setting the

Course for any College or University

While the process of how a strategic planning exercise is carried out can be

debated, the outcomes of this process provide numerous benefits to any institution.

Utilization of a strategic planning process results in a comprehensive business and

operational plan which is helpful with setting fundraising priorities, prioritizing

investments in programs and personnel, and budget modeling. Carrying out a planning

process every five to seven years helps set priorities for the foreseeable future and

accounts for recent changes in the economic and educational climate.   While world and

campus events can make aspects of a planning process seemingly void within a matter of

a few years, having an agreed upon set of priorities by which all decisions can be

measured provides institutional leadership with a sense of direction. Having an agreed

upon plan in place does not limit an institution from making a nimble and unforeseen

move, but it forces college and university leadership to weigh that decision against

previously established and agreed upon goals.

Having a sense of checks and balances between the goals of a strategic plan and

the temptation of pursuing previously unforeseen opportunities provides various

constituencies with a sense of confidence about the direction of the institution. Included

amongst those constituencies are friends, alumni, and foundations who are current or

potential donors to the institution. Having a general sense of the state of the college and

having a road map for the next five to seven years gives donors a feeling of whether their

investment in that institution is wise. Having a strategic plan also helps the institution by creating a menu of priorities to be used in a proactive way with donors and preempts them from creating ways to give that may not fit with the mission and values and long-term priorities of the college.

Finally, while carrying out a strategic planning process is a best practice, it should be conducted in a way that fits the culture and needs of each respective institution. This is particularly important when factoring in timing for these processes. While creating a plan every five to seven years is ideal in order for the plan to stay relatively timely and contemporary, other factors may influence that timing. Historic events on campus such as presidential transitions, the launch of fundraising campaigns, or budget crunches can either hasten or delay this timeline. Further, external events such as stock market fluctuations, political and policy changes, and natural disasters can impact timing as well. Strategic planning processes should not feel burdensome, rather they should be viewed as opportunities to dream for the future and highlight ways to reach that desired destination. The process by which these planning processes are conducted, including the timing, is an important component to how much buy-in and support there will be for the plan.

Recommendation Two: Decision-making Models used During a Planning Process must fit the Culture and State of the Institution

A critical component of how a strategic planning process is carried out, and whether it will be successful in galvanizing faculty, staff, administration, and alumni towards reaching certain goals, is how decisions are made regarding what will and what will not be included in that plan. The decision-making model used during a planning process is not only important in terms of providing opportunities for engagement for

various constituencies, it also influences the pace and speed by which decisions are made. The model utilized in each respective planning process must fit the culture and needs of the institution as determined by its current state. For some colleges and universities, a truly prolonged and purely collegial process may be feasible and necessary, while other institutions may need to make quick and more bureaucratic-like decisions in order to respond to current or imminent threats or opportunities.

In the case of Selective College, which is neither flush with cash nor destitute, a decision-making model emerged somewhere in the spectrum between the collegial and bureaucratic models. The feedback and revenue model utilized by Selective during its process allowed and created formal and informal venues for constituent input and feedback. However, ultimate decisions regarding what was included and what was omitted were made by senior administrators and trustees with revenue generation being the primary filter by which many decisions were made. For colleges and universities that are neither flush nor in a financial tailspin, the feedback and revenue model or another mid-spectrum model is likely most appropriate. The feedback and revenue model creates buy-in for a long term plan but leaves room for the institution to be nimble by allowing a select group to make final and, if need be, expeditious decisions.

Colleges and universities that are either relatively affluent or cash strapped are more likely to benefit from using decision-making models, respectively, that are angled towards the collegial and bureaucratic ends of the spectrum. An affluent institution that is stable and can truly utilize a planning process to dream about innovations in programs without concern for how much or little revenue will be generated from them, or how long the process will take, has the luxury of carrying out a prolonged and diligent collegial

process. An institution in the midst of a true crisis, financial or otherwise, needs to retrench immediately and is likely to benefit from the ability provided by a more bureaucratic model to be quick and decisive using a top-level limited group of decision-makers. Either of these scenarios runs the risk of making an institution either inhibited in its ability to be nimble or of alienating constituencies who feel cut out of the process. It is also likely that the traditional decision-making models, including collegial, political, and bureaucratic are out dated and that new models, including feedback and revenue, are necessary. Ultimately, a planning process must use a decision-making model that is appropriate for the state of the college and is cognizant of the culture of that institution.

Recommendation Three: Make Investments in Revenue Generating Positions in Addition to Investments in Instruction

Colleges and universities who are not blessed with enormous endowments, admissions wait lists, or low tuition discount rates must make investments in their development, admissions, and marketing staffs and programs. The search for philanthropic support, and quality students who have little to no need for need-based financial aid, is extremely competitive. As a result of this competition, colleges and universities with little to no brand recognition outside of their immediate geographic area must work hard to distinguish themselves. They must make investments in their 'sales' and marketing teams in order to attract investment from potential donors via philanthropy and from prospective students via tuition payments.

The saying that 'one must spend money in order to make money' is true when it comes to development, admissions, and marketing efforts at a college or university. Investing in personnel who build relationships with potential donors and prospective

students reaps both short and long term benefits for the college. Similarly, making key investments in these programs, including marketing, is important to keeping the institution relevant in order for it to not lose share of the marketplace. Ultimately, alumni are proud when they reveal where they went to college and a listener responds with a compliment about their alma mater. Similarly, parents want to be able to boast about where their child attends college and feel confident that upon graduation their son or daughter will find a job or graduate program of their choosing. Many colleges and universities provide quality, life-changing academic and co-curricular experiences, but those who are not shy to promote those outcomes are those that thrive.

While investing in personnel and programs that promote the great outcomes of an institution is wise, these allocations should not come at the cost of maintaining and enhancing the academic and co-curricular program. Ultimately, the quality of the academic and co-curricular life of a college is what causes a student to enroll or results in an alumnus investing their fortune in that institution. While there are business aspects of higher education, the mission of our colleges and universities is to provide a top-notch education at an accessible cost. Thus, investments in development, admissions, and marketing initiatives should be made in addition to, not in lieu of, ongoing expenditures and improvements in the academic and co-curricular programs.

Recommendation Four: Institutional Leadership must Embrace Donors and Philanthropy, but not Lose Sight of Mission and Values.

As is the case at Selective College, donors have a key role to play in the life of small liberal arts and science colleges. Indeed, they play an important role in higher education overall. Many institutions, particularly those that are private, were founded

due to the generosity of one individual or a small group of philanthropists. Many of these

institutions would not exist without these initial gifts and sustaining support of alumni

and friends through their philanthropy. In this era of reduced support from legislatures

for state colleges and universities, public higher education also seems to be ramping up

their efforts in the race for philanthropic dollars to make up for decreased public support.

The role of donors and their philanthropic support for higher education does not seem

likely to be diminishing in importance at any point in the near future.

　　While donors are necessary to help fund the mission of colleges and universities,

their gifts should help support these institutions and not unduly dictate their directions.

Presidents and governing boards should focus on philanthropy and embrace donors, but

keep an eye out for burdensome strings that could come attached to certain gifts. It is

important to remember that philanthropic gifts should enhance and improve the life of a

college, not force it to alter its mission or values in order to meet a donor's wishes or

demands. While it is important for colleges and universities to embrace the role of

philanthropy in the history and culture of an institution, they should also keep themselves

clear from undue influences.

　　In order to protect themselves from undue donor influence, the leadership of

college and universities should work with their governing boards to develop and regularly

review institutional gifts acceptance policies. These documents should clearly outline

under what conditions certain gifts will be accepted and clearly outline which gifts are

not acceptable. Having a board endorsed document focused on these issues will provide

the development staff and the president with guidelines by which to act in the best

interest of the institution. A gift acceptance policy will help the college to avoid gifts that

177

become more of a burden than a benefit. A gift acceptance policy will help to ensure that donors act in support of the mission and values rather than using philanthropy as a way to alter them. Such a policy helps respect the role of philanthropy in the life of a college but provides donors with clear boundaries regarding what they receive in exchange for their gifts.

Recommendation Five: New Investments should be balanced with Eliminations, Reductions, and Consolidations of Existing Services

While Selective College identified various areas of new investments, including facilities, personnel, and programs, there was no evidence that the elimination, reduction or consolidation of existing facilities, personnel, or programs was ever seriously entertained. While one can argue that austerity measures only lead to an endless cycle of trying to stay competitive with your peers without the resources to do so, not periodically and systematically examining the return on the investment of various programs or operations is not a good business model. The economics of a small moderately endowed liberal arts and sciences college suggest that all aspects of the institution must be running at their fullest potential in order for the institution to be successful, viable, and demonstrate good stewardship of its resources.

One area for potential review is the academic program. While any selective liberal arts and sciences college must provide a broad array of basic academic offerings, which can sometimes lead to academic departments comprised of one or two faculty members, how those small but important disciplines are offered can be reviewed for efficiencies. One option to consider may include merging smaller departments into larger umbrella departments to share budget, personnel, clerical support, and other resources.

Another solution that could result in cost-savings may include joint appointments with other nearby regional peers and competitors. Another less attractive, but perhaps necessary solution would be to eliminate under-enrolled majors and use those faculty and department lines in order to provide more resources for majors where additional enrollment growth is possible or projected. While this would be a solution most acceptable for an institution in a dire financial crisis, it is one that must be kept in mind.

On the administrative side, a number of possible solutions exist to free up existing resources to be invested in new endeavors. Using existing regional associations to share costs such as health care insurance, information technology and software purchases, and specialized facility maintenance positions, such as electricians, could provide cost savings. While additional 'feet on the street' are always welcomed in the development and admissions efforts, making sure that databases are being effectively used and that procedures exist to effectively use these new human resources is important. Further, a review of whether an investment of $20,000 in digital marketing would produce more applicants than a $40,000 admissions counselor should be considered. Investments in systems that maximize efficiencies may produce the desired results with less cost than new personnel. Whether it is in the academic or administrative side of the house, ensuring that existing expenditures are necessary and are producing the desired results is important and should be completed before new and additional investments are made.

Recommendations for Future Research

While there are numerous possible next steps in regards to furthering research in this emerging area, there are four recommended paths that should be followed to expand upon this research and add additional valuable literature to the field. The first logical path for further research would be to replicate this study at additional liberal arts colleges

179

across the nation. Conducting additional research at schools similar to Selective College would help to determine whether the findings of this study are unique to this one institution or indicative of a trend amongst similar schools. Further, choosing liberal arts colleges of similar financial and profile status would shed light on this issue, as well as choosing schools of greater and lesser means. Comparing and contrasting whether financial means impacts a strategic planning process and how it is carried out at otherwise similar institutions would be an interesting next step in the research.

A second recommended next step for research would be to conduct a longitudinal study of Selective College to determine over the next five to seven years, what were the outcomes of the strategic planning process and of the soon-to-be launched comprehensive fundraising initiative and whether or not the culture around the new decision-making model remains unchanged or evolves. It is also likely during this time period that a change would occur in terms of senior campus leadership and board leadership. A longitudinal study that tracks the institution and its evolution during that time period would help reveal the impact of philanthropy on this strategic planning process, particularly in light of a fundraising campaign that should be underway or completed by that time. Further, a longitudinal study can help reveal whether this new form of decision-making has remained an important part of the planning and governance processes at Selective, or whether it was unique to the recent circumstances and current leadership.

A systematic investigation of decision-making models would also be an interesting next step. It was clear during the study that the traditional collegial, political, and bureaucratic models were not applicable to Selective College's strategic planning

process. A possible cause for this may be the fact that these models no longer represent the current practices, cultures, or ethos of liberal arts and sciences colleges. The recent economic downturn coupled with the professionalism of the administrative side of the house may make these traditional decision-making models obsolete. A review of the newly emerged feedback and revenue model, as well as other emerging models, at other institutions can provide additional literature that would be helpful to current and future researchers and practitioners.

Finally, comparing and contrasting the strategic planning process of Selective College, a four-year, private liberal arts college, versus other types of higher education institutions would be an interesting path for further research. Additional research could still center around private education, which is very dependent upon philanthropy, but focus on larger comprehensive universities that feature graduate programs and an increased focus on research by faculty. It would also be interesting to compare Selective College's process with public institutions, both large and small, whose campus leadership has less autonomy than they would have at a private college. In addition, research that focuses on community colleges, as well as vocational and technical institutions, would provide unique opportunities for comparison.

Summary and Conclusion

The last few years have been challenging ones for many sectors, including higher education. There is no type of higher education institution more susceptible to swings in the market and the economy than private liberal arts colleges. With no direct support from government, these colleges depend on tuition revenues, fees, endowment earnings, and philanthropic support to survive on an annual basis. When the economy falters,

endowments dip and the ability of average households to make tuition payments or make philanthropic gifts comes into question. The very fact that all but a few private liberal arts institutions live hand to mouth, on an annual basis, calls into question the ability for this uniquely American educational experience to continue to exist as in its current state. It is likely that more and more of these institutions will follow the fate of Dana College in Blair, Nebraska, which closed its doors following the lowest part of the recent recession in 2010. Those colleges that not only survive, but thrive, will be those who seek to operate with a stronger business-like mindset but remain committed to providing a quality educational experience for their students.

The findings of this study suggest that one liberal arts institution, Selective College, has included many business-like aspects in its recently completed strategic plan. These aspects were included in order to significantly strengthen Selective College's ability to increase philanthropic and tuition revenue in order to improve its programming and its position in the marketplace. Selective College confirmed during this study that donor and philanthropic considerations did have an impact on various aspects of their strategic plan, including administrative and academic processes and decision-making. They also confirmed that the primary rationale for conducting the recent plan was not altruistic in nature, rather it was business oriented and a reaction to the recent economic downturn. In addition, an outcome of the strategic plan at Selective College was the call for additional positions in staff, in particular, to maximize revenue and demonstrate added value.

As discussed, while not perfect, the decision-making model used by Selective College during the course of their strategic planning process was business-like in that it

encouraged feedback but left the ability to make quick and final decisions to a select group at the top of the hierarchy. The model also utilized a focus on maximizing revenue as the primary unit of measurement. The feedback and revenue model is a departure from the norm in that liberal arts colleges have traditionally prided themselves as being communities of scholars where issues are discussed and decisions are made collegially. It is likely that given the focus on not only surviving, but thriving, that liberal arts colleges will choose to use the feedback and revenue model in the future in order to make quick and decisive decisions to position themselves in stable financial footing. The alternatives, which could include a change in academic programs or mission in order to appeal to a broader pool of prospective students, would not be acceptable to many who advocate for and cherish the liberal arts experience.

References

Al Rubaie, T. (2002, March). The rehabilitation of the case-study method. *European Journal of Psychotherapy, Counseling & Health*, *5*(1), 31-47. Retrieved from http://proxygw.wrlc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=9070427&site=eds-live.

Balderston, F. E. (1995). *Managing today's university: Strategies for viability, change, and excellence.* (2nd ed.) San Francisco CA: Jossey-Bass.

Baldridge, J.V., Curtis, D.V., Ecker, G., & Riley, G.L. (1977, July-August). Diversity in higher education: Professional autonomy. *The Journal of Higher Education, 48*(4), 367-388. Retrieved from: http://www.jstor.org/stable/1978649.

Bess, J. L., & Dee, J. R. (2008). *Understanding college and university organization: Theories for effective policy and practice.* (1st ed.) Sterling, VA: Stylus.

Birnbaum, R. (1991). *How colleges work: The cybernetics of academic organization and leadership.* San Francisco CA: Jossey-Bass.

Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations: Artistry, choice, and leadership.* (4th ed.) San Francisco CA: Jossey-Bass.

Clark, J. (2008, April). Best values in private colleges. *Kiplinger's Personal Finance, 62*(4), 61-67. Retrieved from http://proxygw.wrlc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=31167965&site=ehost-live.

Cockriel, I., & Ondercin, K. (1994). Fund Raising: Building Constituency Groups in Student Affairs. Retrieved from http://erid.ed.gov/ERICWebPortal/detail?accno=ED380025.

Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data*. Thousand Oaks, CA: Sage.

Connell, C. (2006). Worlds Connect in Waterville. *International Educator, 15*(3), 56-63. Retrieved from http://www.questia.com/PM.qst?a=O&d=5045010008#.

Cook, B. W. (1997, January – February). Fundraising and the college presidency in an era of uncertainty: From 1975 to the present. *The Journal of Higher Education, 68*(1), 53-86. Retrieved from http://www.jstor.org/stable/2959936.

Corkery, M. (2013, Jan 10). Colleges lose pricing power. *Wall Street Journal (Online)*. Retrieved from http://search.proquest.com/docview/1267830042?accountid=11243

Council for Aid to Education. (2010). *Voluntary Support of Education 2009*. Retrieved from http://vse.cae.org.

Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches.* (2nd ed.) Thousand Oaks, CA: Sage.

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process.* Thousand Oaks, CA: Sage.

Davis, K. (1968). Evolving models of organizational behavior. *Academy of Management Journal (Pre-1986), 11*(1), 27. Retrieved from http://search.proquest.com/docview/229589718?accountid=11243.

Gelber, S. (2007). Pathways in the past: Historical perspectives on access to higher education. *Teachers College Record, 109*(10), 2252-2286. Retrieved from http://proxygw.wrlc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ820494&site=eds-live.

Gibson, G. W. (1992). *Good start: A guide for new faculty in liberal arts colleges.* (1st

ed.) Bolton, MA: Anker.

Gumport, P. (2000, January). Academic restructuring: Organizational change and

institutional imperatives. *Higher Education, 39*(1), 67-91. Retrieved from

http://www.jstor.org/stable/3447907.

Hall, P. (1992, Spring). Teaching and research on philanthropy, voluntarism, and

nonprofit organizations: A case study of academic innovation. *Teachers College*

Record, 93(3), 403-435.   Retrieved from

 http://www.tcrecord.org/Content.asp?ContentID=256.

Hammond, M. F. (1984, May – June). Survival of small private colleges: Three case

studies. *The Journal of Higher Education, 55*(3), 360-388. Retrieved from

http://www.jstor.org/stable/1981889.

Harrison, W. B., Mitchell, S. K., & Peterson, S. P. (1995, October). Alumni donations

and college's development expenditures: Does spending matter? *American Journal of*

Economics and Sociology, 54(4), 397-412. Retrieved from

http://www.jstor.org/stable/3486961.

Hastings, S. (2010). Triangulation. In N. Salkind (Ed.), *Encyclopedia of research design.*

(pp. 1538-1541). Thousand Oaks, CA: SAGE Publications, Inc. Retrieved from

http://dx.doi.org.proxygw.wrlc.org/10.4135/9781412961288.n469

Hoover, E. (2005, November 25). Can small colleges survive? *The Chronicle of Higher*

Education, 52(14), A10-A11.   Retrieved from

http://proxygw.wrlc.org/login?url=http://search.ebscohost.com/

login.aspx?direct=true&db=aph&AN=19034177&site=ehost-live.

Johnson, S. (1971, November). Associated Colleges of the Midwest. *Change, 3*(7), 14-
16. Retrieved from: http://www.jstor.org/stable/40161327.

Jordan, J. V. (2005). The relational self: A new perspective for understanding women's
development. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college
student development theory* (pp. 347-355). Boston, MA: Pearson Custom Publishing.

Kaufman, R. (2008). A practical definition of ethics for truly strategic planning in higher
education. *New Directions for Higher Education,* (142), 9-15. Retrieved from
http://proxygw.wrlc.org/login?url=http://search.ebscohost.com/
login.aspx?direct=true&db=aph&AN=33385823&site=eds-live.

Kiley, K. (2012, Nov. 19). Liberal arts colleges rethink their messaging in the face of
criticism. *Inside Higher Ed (Online).* Retrieved from: http://www.insidehighered.com/
news/2012/11/19/liberal-arts-colleges-rethink-their-messaging-face-criticism

Kotler, P., & Murphy, P. E. (1981, September – October). Strategic planning for higher
education. *The Journal of Higher Education, 52*(5), 470-489.   Retrieved from
http://www.jstor.org/stable/1981836.

Mai, C. F. (1987). The feasibility study: Essential for a successful campaign. *Fund
Raising Management, 18*(10), 84. Retrieved from http://search.proquest.com
/docview/195938458?accountid=11243

Masterson, K. (2008, October 3). Colleges lower their expectations for endowments.
The Chronicle of Higher Education, 55(6), A.15 Retrieved from
http://chronicle.com/temp/email2.php?id=xnYS33X62SGsPrtmSgNXtczhpSsyffzC.

Masterson, K. (2009, March 1). Private gifts to college continued to climb in 2008: But a

slowdown is forecast as gifts this year already are in decline. *The Chronicle of Higher

Education. 55*(26), A 15   Retrieved from http://search.ebscohost.com/

login.aspx?direct=true&db=eric&AN=EJ837690&site=eds-live.

 McPherson, M. S., & Schapiro, M. O. (1999, Winter). The future economic challenges

for the liberal arts colleges. *Daedalus, 128*(1), 47-75.   Retrieved from

http://www.jstor.org/stable/20027538.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San

Francisco, CA: Jossey-Bass.

National Association of College and University Business Officers (2009). NACUBO

Commonfund Study of Endowments. Retrieved from

http://www.nacubo.org/Research/NACUBO_Endowment_Study.html.

Okunade, A., Wunnava, P., & Walsh Jr., R. (1994, January). Charitable Giving of

alumni: Micro-data evidence from a large public university. *The American Journal of

Economics and Sociology*, *53*(1), 73-84. Retrieved from

http://proxygw.wrlc.org/login?url=http://search.ebscohost.com/

login.aspx?direct=true&db=edsjag&AN=10.2307.3487204&site=eds-live.

Okunade, A. (1996, April). Graduate school alumni donations to academic funds: Micro-

data evidence. *The American Journal of Economics and Sociology*. *55*(2), 213-230.

Retrieved from http://proxygw.wrlc.org/login?url=http://search.ebscohost.com/

login.aspx?direct=true&db=edsjag&AN=10.2307.3487082&site=eds-live.

Overley, K. S. (2006). *Public university leaders as fundraisers.* The University of Texas
at El Paso. *ProQuest Dissertations and Theses,* Retrieved from
http://search.proquest.com/docview/304961665?accountid=11243.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand
Oaks, CA: Sage.

Payne, S., Field, D., Rolls, L., Hawker, S., & Kerr, C. (2007, May). Case study research
methods in end-of-life care: reflections on three studies. *Journal of Advanced Nursing*,
58(3), 236-245. Retrieved from
http://proxygw.wrlc.org/login?url=http://search.ebscohost.
com/login.aspx?direct=true&db=cin20&AN=2009881140&site=eds-live.

Peskin, A. (1985). *God's Choice: The Total World of a Fundamentalist Christian
School.* Chicago, IL: The University of Chicago Press.

Pulley, J. L. (2002, November). Occidental denies quid pro quo on gift. *The Chronicle
of Higher Education, 49*(12), A.33. Retrieved from
http://proxygw.wrlc.org/login?url=http://search.ebscohost.com/
login.aspx?direct=true&db=aph&AN=2608146&site=ehost-live.

Reyhner, J., & Eder, J. (1989) Higher education of American Indians. In *ASHE reader
on the history of higher education,* (3rd ed.) Boston, MA: Pearson Custom Publishing.

Rose, K., & Stapleton, D. (1992). Toward a "universal heritage": Education and the
development of Rockefeller philanthropy, 1884-1913. *Teachers College Record*,
93(3), 536-552. Retrieved from
http://proxygw.wrlc.org/login?url=http://search.ebscohost.com/
login.aspx?direct=true&db=edswss&AN=A1992HG47800013&site=eds-live.

Rosenberg, J., & Yates, P. (2007, November 15). Schematic representation of case study research designs. *Journal of Advanced Nursing*, *60*(4), 447-452. Retrieved from http://proxygw.wrlc.org/login?url=http://search.ebscohost.com/ login.aspx?direct=true&db=cin20&AN=2009688221&site=eds-live.

Rudolph, F. (1962, 1990). *The American college and university: A history*. Athens, GA: University of Georgia Press.

Saldana, J. (2009). *The coding manual for qualitative researchers.* Thousand Oaks, CA: Sage.

Shaw, M., & Shaw, P. (2008, October 30). Overcoming the college president's Achilles' heel: Fundraising. *Diverse: Issues in Higher Education, 25*(19), 21-21. Retrieved from http://proxygw.wrlc.org/login?url=http://search.ebscohost.com/ login.aspx?direct=true&db=aph&AN=35043347&site=ehost-live.

Stimpert, J. (2004, July). Turbulent times: Four issues facing liberal arts colleges. *Change*, *36*(4), 42-49. Retrieved from http://proxygw.wrlc.org/login?url=http://search.ebscohost.com/ login.aspx?direct=true&db=aph&AN=13866921&site=ehost-live.

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques.* Newbury Park, NJ: Sage Publications.

Supiano, B., & Hoover, E. (2009, January 16). Admissions officials anticipate a spring of uncertainty. *The Chronicle of Higher Education.* Retrieved at *http://chronicle.com/article/Admissions-Officials/1454/.*

Tierney, W.G. (1988, Jan. – Feb.). Organizational culture in higher education: Defining

the essentials. *The Journal of Higher Education, 59*(1), 2-21. Retrieved at:

http://www.jstor.org/stable/1981868.

Tierney, W. G. (2008). *The impact of culture on organizational decision making: Theory*

and practice in higher education. (1st ed.) Sterling, VA: Stylus.

Thelin, J. R. (2004). *A history of American higher education*. Baltimore, MD: The Johns

Hopkins University Press.

Van Der Werf, M. (1999, July 30). The precarious balancing act at small liberal-arts

colleges. *The Chronicle of Higher Education, 45*(47), A32.   Retrieved from

http://proxygw.wrlc.org/login?url=http://search.ebscohost.com/

login.aspx?direct=true&db=aph&AN=2060439&site=ehost-live.

Van Der Werf, M. (2007, May 25). Ranking profiles. *The Chronicle of Higher*

Education, *53*(38), 8. Retrieved from

http://proxygw.wrlc.org/login?url=http://search.ebscohost.com/

login.aspx?direct=true&db=aph&AN=25408044&site=ehost-live.

Webster, A. L., & Showers, V. E. (2011). Measuring predictors of student retention rates.

American Journal of Economics and Business Administration, 3(2), 301-311.

Retrieved from http://search.proquest.com/docview/1025014894?accountid=11243.

Weiss, C.H. (1982, Nov. – Dec.) Policy research in the context of diffuse decision

making. *The Journal of Higher Education, 53*(6), 619-639. Retrieved from:

http://www.jstor.org/stable/1981522.

Williams, J. E. (1998). *Linking strategic planning, budgeting, and financial resource allocation in California community colleges*. University of La Verne. *ProQuest Dissertations and Theses*, Retrieved from

http://search.proquest.com/docview/304469559?acountid=11243.

Wong, B. K., Bodnovich, T. A., & Lai, V. S. (2000). The use of cascade-correlation neural networks in university fund raising. *Journal of the Operational Research Society, 51*(8), 913- 920. Retrieved from http://www.jstor.org/stable/254047.

Worth, M., Asp, J., ERIC Clearinghouse on Higher Education, W., & George Washington Univ., W. (1995). *The Development Officer in Higher Education: Toward an Understanding of the Role. ERIC Digest*.

Yin, R. K. (2009). *Case study research: Design and methods.* (4th ed.) Thousand Oaks, CA: Sage.

Appendix A

Interview Questions

The purpose of this study is to provide a modern view of how philanthropy affects strategic planning and policy-making at private liberal arts colleges and which decision-making model is used during these planning processes. Your involvement in this study is strictly voluntary and you will not be compensated for your participation. The site of each interview should be a quiet and private setting of your choosing. As a participant, you will be assigned a pseudonym that will be known only to me. The cross-reference sheet identifying your identity will be held by me for one year and subsequently destroyed. As a participant, you will have access to themes that have emerged from the transcription and subsequent coding of your interview to verify their accuracy. At the conclusion of the study, I will provide the president's office multiple copies of the study. If you wish to view it, it can be found there or you can contact me directly for an electronic copy. All interviews will initially focus on the following primary interview questions for those who were intimately involved with the strategic planning process as a member of the official strategic planning committee or an advisory subcommittee:

1) Ask for general biographical information such as name, position, tenure at the college, and their role in the strategic planning process.

2) Are there any significant capital renovations, improvements, or new construction projects in the strategic plan? If so, how do you think the capital priorities were identified? Are there any capital projects which were not included that you felt should have been?

3) To your knowledge, were donors or prospective donors involved in the process behind identifying areas for capital improvements? Was there a key donor(s) in mind that the institution thought might be interested in funding such a priority?

4) As the priorities of your institution for the next five to ten years were identified, do you think philanthropic gifts were factored into budget forecasts to help cover the costs of those priorities and initiatives? Why or why not?

5) Were there initiatives or proposals on the initial discussion list that were not included? Can you give examples of such dream initiatives that were not included and why you think they weren't included?

6) Is there a new program or academic focus included in the strategic plan that is the result of a philanthropic gift or potential gift? If so, in what ways did that gift or potential gift influence the creation of this new program or focus? Can you tell me how this came about?

7) Were there important programmatic or academic initiatives that were not included in the final strategic planning document that you felt should have been? If so, what were they and why do you feel they were not included?

8) Do you think there were any new co-curricular changes proposed with a particular donor in mind with the hope that they would fund the costs associated with this new investment?

9) What venues or opportunities were provided for you to provide input? What ways, if any, could this have been enhanced or further encouraged?

10) To your knowledge, were increased investments recommended in terms of administrative organizational structures in order to accommodate the successful implementation of the strategic plan? Can you give examples of targeted areas of growth and why you think they were included?

11) Are there areas that need increased resources in your opinion, in order to carry-out the vision of the strategic plan? Can you give examples? Why would you increase resources in those areas?

12) How would you describe the communications process surrounding the strategic planning process between the committee and the internal constituencies (faculty, staff, students, etc.)? Does that differ from the communications targeted to external constituencies such as alumni, parents, friends, and the local community? If so, how? Can you tell a story about how the communications were similar or different?

13) Is there anything about the strategic plan itself, or the process, that you would change? If so, what and why?

14) If cost was of no concern, what investments should your institution make in the next five to ten years to further its mission? Do you think there is agreement between the administration, the faculty, and the students on this issue?

15) Is there anything that we have not discussed but you would like to add?

16) Is there anyone else I should be speaking to whom would have some valuable insight or reflections concerning the recently completed strategic planning process?

17) Are there any resources or materials that I should look into to further my

knowledge about the strategic planning process here at Selective College?

Key Informant Invitation Letter

March 19, 2012

Name
Title
Street
City/State/Zip

Mr. or Ms.:

My name is Wayne Webster and I am doctoral candidate at The George Washington University in Washington, DC. I also serve as the Vice President for Advancement at Ripon College in Ripon, Wisconsin since April 2010. I am in the final stages of my work towards completing a Doctor of Education Degree in Higher Education Administration and I would like to ask for your assistance. Working with [Omit], President of Selective College, I have been granted permission to have Selective College serve as the study site for my dissertation work. The purpose of this study is to provide a modern view of how philanthropy affects strategic planning and policy-making at private liberal arts colleges and which decision-making models can influence these planning processes. This research will be a qualitative study using various methods, one of which includes interviews with members of the campus community.

As you may be aware, Selective College has just recently completed a strategic planning process which was formally ratified by its board of trustees at its February 2-4, 2012 meeting. Part of my research will be to complete 45-60 minute interviews with members of the strategic planning committee, strategic planning advisory groups, as well as other members of the campus community. Your name was provided to me by [the president's] office as someone who I should contact to discuss your reactions to the recently completed strategic planning process. Your individual reactions and comments will be treated as being highly confidential.

I will be on campus the week of April 23-27, 2012 and would appreciate approximately an hour of your time to ask approximately 18 interview questions related to the strategic planning process and your perceptions of it. Your involvement in this study is strictly voluntary and you will not be compensated for your participation. The site of each interview should be a quiet and private setting of your choosing. As a participant, you will be assigned a pseudonym that will be known only to me. The cross-reference sheet identifying your identity will be held by me for one year and subsequently destroyed. In addition, a pseudonym will be used to identify Selective College throughout the study.

As a participant, you will have access to themes that have emerged from the transcription and subsequent coding of your interview to verify their accuracy. At the conclusion of the study, I will provide [the president's] office multiple copies of the study. If you wish to view it, it can be found there or you can contact me directly for an electronic copy. Please respond, at your earliest convenience, to this request via email at wwebster@gwmail.gwu.edu or by phone at (717) 398-7323.

Respectfully,

Wayne P. Webster

Appendix C

Key Informant Follow-up Invitation Email

April 2, 2012

Greetings,

This email is serving as a follow-up to the letter I sent you dated on March 19th regarding my plans to conduct interviews at Selective College during the week of April 23-27. As I mentioned in my invitation letter, I am a doctoral student at The George Washington University and am using Selective College as the study site for my dissertation research.

The purpose of this study is to provide a modern view of how philanthropy affects strategic planning and policy-making at private liberal arts colleges and which decision-making models can influence these planning processes. This research will be a qualitative study using various methods, one of which includes interviews with members of the campus community.

Your name was provided to me by [the president's] office as being someone whose input would be helpful in my research. It is my hope that you will grant me 45-60 minutes of your time for a confidential interview covering approximately 18 questions. As a participant, you will be assigned a pseudonym that will be known only to me. The cross-reference sheet identifying your identity will be held by me for one year and subsequently destroyed. In addition, a pseudonym will be used to identify Selective College throughout the study. As a participant, you will have access to themes that have emerged from the transcription and subsequent coding of your interview to verify their accuracy. At the conclusion of the study, I will provide [the president's] office multiple copies of the study. If you wish to view it, it can be found there or you can contact me directly for an electronic copy.

Please respond, at your earliest convenience, to this request via email at wwebster@gwmail.gwu.edu or by phone at (717) 398-7323. I hope you will have some time to visit during the week of April 23-27.

Respectfully,

Wayne P. Webster

Appendix D

The George Washington University
Human Subject Consent Form

The Influence of Philanthropy and Administrative Decision-Making Models on a Liberal Arts College's Strategic Planning Process: A Case Study

IRB Protocol # 031233
Principal Investigator: Rick Jakeman, rjakeman@gwu.edu, 703-726-3771
Principal Contact: Wayne Webster, wwebster@gwmail.gwu.edu, 717-398-7323
Department: Graduate School of Education and Human Development, Higher Education Administration

You are invited to participate in a research study using focus group interviews under the direction of Dr. Rick Jakeman, of the Graduate School of Education and Human Development, The George Washington University (GWU). Taking part in this research is entirely voluntary and even if you decide you want to, you can quit at any time.

You must be at least 18 years old to take part in this study.

The purpose of the study is to examine the impact of philanthropy and administrative decision-making models upon a recently completed strategic planning process at a private liberal arts college.

If you agree to be in this study, we will ask you to do the following:
- Participate in a 45-60 interview with the researcher at a date and time mutually agreed upon by both parties.
- Review and approve themes that were identified during the course of your interview to assure accuracy.

Total estimated time to participate in the study is approximately 45-60 minutes to complete a one-time face-to-face interview. The interview will be audio-recorded for data analysis purposes by the researcher. Approximately 25 participants will be invited to complete an interview with the researcher.

Risks of being in the study
- Participating in this study poses no risks that are not ordinarily encountered in daily life.
- In order to protect you from any foreseeable risk or psychological discomfort, as a participant in this study, a pseudonym will be assigned to protect your identity. At no time during this study will you be asked to reveal your real identity. Any person or place that you mention by name during this study will also be protected

by confidentiality in this study. The institution you are attending or for whom you work or volunteer for will also remain confidential and will be referred to generically with a fictitious pseudonym.

- Your participation is voluntary, and you may discontinue participation at any point during the study with no questions asked or decline to answer any prompts.

Benefits of being in the study

- Most likely, taking part in this research will not help you directly, however the benefit to society will be a better understanding of philanthropy and administrative decision-making models impacts strategic planning efforts at private liberal arts colleges.
- You **will not** be compensated for your participation in this study.

Confidentiality and Privacy Protections:

- Members of the researcher will conduct and digitally audio-record the interviews. The digital audio-recordings and transcribed data will be kept in electronic forms on a password-protected computer. All documents related to this study will be maintained on a password-protected computer. Audio-files will be destroyed 60-90 days after the completion of the interview.
- As mentioned above, you will be assigned a pseudonym in order to protect your identity throughout this study. At no time will your real name appear during the research or in the final report.
- All email contact information collected during the recruitment of study participants will be destroyed at the conclusion of the interview phase.
- There are no links or connections between pseudonyms and email contact information.

Contact Information:

If you have any questions at any time about this study, you may contact the primary researcher, Dr. Rick Jakeman, 44983 Knoll Square, Suite 147, Ashburn, VA 20147. You may also reach the researcher via email: rjakeman@gwu.edu, or by phone: 703-726-3771.

If you have any questions regarding your rights as a participant in this research, you may contact, Office of Human Research, The George Washington University, Washington DC 20037, Phone: 202-994-2715.

Statement of Consent:

To ensure anonymity, your signature is not required in this document unless you prefer to sign it. Your willingness to participate in this research study is implied if you proceed with completing the interview.

Appendix E

Themes that Answer Research Questions

RQ A: How did Philanthropy Affect Planning for Capital Projects within a Strategic Plan?
- Recruiting and Retaining Students.
- Enhancing the Quality of Programs.
- Donor Influence and Financial Considerations.

RQ B: How did Philanthropy Affect the Focus of Current and Future Academic Offerings of an Institution?
- Core Program Not Influenced by Donors or Philanthropic Considerations.
- Attracting Higher Quality Students and Retaining Current Students.
- Value-added Programs were Influenced by Philanthropic Considerations.

RQ C: How did Philanthropic Considerations Affect the Organizational Structure which Supports the Fulfillment of the Strategic Plan?
- Faculty and Academic Support Staff
- Student Recruitment and Retention Positions
- Development Positions