THE ROLE OF INSTITUTIONAL ADVANCEMENT IN

SEVENTH-DAY ADVENTIST COLLEGES IN NORTH AMERICA

by

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ABSTRACT.

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This study describes the structure of institutional
advancement operating within Seventh-day Adventist
colleges in North America.

During the 1980s, Adventist higher education has
confronted declining enrollments, spiralling financial
costs, and a waning of constituency support. Together
these aspects are currently raising serious questions
about the continued economic viability of maintaining all
twelve denominational colleges and universities within
North America.

On close examination it becomes apparent that many of
the dilemmas facing Adventist higher education are shared
by numerous small liberal arts colleges. For these
institutions the threat of impending closure has been
averted by the implementation of institutional advancement
procedures. By the assertive employment of alumni
contact, fund raising, public relations, and government
relations, many colleges have found renewed mission and

purpose. It is also proposed that Adventist colleges can experience revitalization by the greater use of institutional advancement procedures.

The study includes data collected on the existing structure of institutional advancement at the twelve denominational colleges. A questionnaire was completed by the chief advancement officer in each college. In addition, a telephone interview provided qualitative information from the president, chief advancement officer, directors of alumni and public relations in five selected Adventist colleges.

This study provides the first description of the structure of institutional advancement within Adventist higher education. It permits Adventist educators and others to draw on new information in the field of advancement. In addition, it enables analysis and comparison between Adventist colleges and other small liberal arts colleges.

Permission to undertake this study was granted by the Seventh-day Adventist Board of Higher Education. Care was taken to guarantee the anonymity of all persons interviewed.

DEDICATION

To my mentor and friend, Pastor Claude D. Judd, for providing me with a role model of Christian administration.

To my wife, Gennette, and my daughters, Melissa and Skye, for giving to me love and meaning each day.

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CHAPTER I

INTRODUCTION

Currently, Seventh-day Adventist higher education is in
a state of metamorphosis. Important changes are occurring
in its internal structure, in its constituency support, in
its patterns of funding, and in the functions it serves.
Following three decades of growth and development on all
Adventist campuses, the 1980s are proving to be a
watershed experience. Despite a few encouraging signs,
there is an overall sense of uncertainty about the future
of Adventist colleges and universities. Perhaps the
central problem is not survival, or quality, or finances.
Perchance it is a reflection of a larger uncertainty
looming within the corporate body of the Adventist church
in North America.

Contemporary Adventism, at least in its Western
context, is facing a crisis of faith and identity.
Emerging from the Second Great Awakening of the early
nineteenth century, Seventh-day Adventists have been
preaching the imminent return of their Lord and Savior,
Jesus Christ, for over 120 years. The passion expended
towards maintaining denominational identity and commitment
has included, among other institutional enterprises, the
establishment of the world's largest Protestant
educational system (Widmer, 1987). The twelve colleges

and universities within the North American Division (the United States and Canada) are integrally involved in the church's attempt to prepare, in particular, its youth to be effective citizens on this earth now, and for all eternity. Today, however, the vision and mission of the church is no longer burning as brightly as in former times.

Typically, Adventists have approached God and their mission to the world with a profound sense of "chosenness." (Londis, 1988). And, the delay of Christ's parousia has filled many North American Adventists with a sense of abandonment. It seems that the longer time lasts, the less credible Adventist preaching becomes. The implications for Adventist higher education become obvious. Remove the compelling reason for the church constituency to support Adventist colleges and universities, then the viable operation and continuation of these institutions is brought into question.

This mood of incertitude is of recent origin. Seventh-day Adventists have traditionally demonstrated a strong commitment to education. Following its inception as a church organization in 1863, the Michigan Adventists founded the Battle Creek College in 1874. (Hodgen, 1978). George I. Butler, president of the General Conference from 1871-1874 and from 1880-1888, echoed the opinion of many leaders in the fledgling denomination when he said: "A

man cannot be truly intelligent without education" (Butler, 1874). This was contrary to the popular anti-intellectual attitude found in much of America's religion of the day. Richard Hofstadter (1963) has commented that the continued presence of a frontier tended to depreciate the need of a formal education for the majority of society. Church groups like the Baptists and Methodists defended the idea of an unlearned ministry. The establishment of Battle Creek College saw early Adventists break from this anti-intellectual period so prominent in American Protestantism.

By the turn of the century, there were seven Adventist colleges in North America (Dick, 1967). A distinctly Adventist philosophy of education had been derived largely through the writings of Ellen G. White (1827-1915). Among the early pioneers of the Adventist church, Mrs. White is regarded as a prophetic voice within Adventism. A prolific writer, she advocated the ideals of "true" education. This necessitated an understanding of the nature and purpose of mankind in the context of the Biblical plan of salvation (White, 1942). Ultimately, this philosophy states that the primary purpose of education is to lead students to God for redemption. Thus, the redemptive aim of Christian education is what makes it Christian, and Seventh-day Adventist. It still remains the essential focus of Adventist higher education

today.

Apart from this philosophy appealing to the conservative Adventist mind, there have always been more tangible benefits available to families who have sacrificed in order to provide an Adventist college education for their children. Everett Dick (1967), in his history of Union College (Lincoln, Nebraska), describes some of these advantages. His older brother "went away to college" in 1904. The transformation that occurred in Arthur on his return to the family farm was regarded as miraculous in this young boy's eyes. Arthur was now wearing a suit and a starched stiff collar. He had the poise of a gentleman, and his tales of Union College "rivalled the Arabian nights" (Forward viii). Not only had Arthur learned etiquette and decorum, he had obtained book knowledge and formal spiritual training. Overall, his options for career and life course were broadened in a way not possible had he remained on the Kansas farm. Mark Twain would call this a "civilizing influence" in the same way the widow Douglas attempted to transform Huckleberry Finn. To be sure, the impact of a college education was more noticeable in former days compared with the sophisticated culture that followed the post-World War II period.

Nevertheless, Adventist higher education still nurtures the youth of the church into adulthood and, indeed, into

secular society. Most mainstream Adventists have utilized the combined efforts of the home, the church, and the school in the raising of their children. For all of this century, this approach has worked like a corporate strategy aimed to prevent a take-over by its most pressing rival. In this case, the competition has been secularism.

An Adventist college education becomes the culminating endeavor to assure the perpetuity of the Adventist subculture. Weekly convocations and Sabbath services, a curriculum of integrated faith and learning, a vegetarian diet, an adherence to the notion of "in loco parentis"; all these aspects impact heavily on the individual student's lifestyle. Admittedly, there has been an increasingly liberal interpretation of these characteristics with the advance of each new generation (Maxwell, 1985). Until the 1980s, Adventist families have favored an Adventist campus whose intellectual, social and cultural life is influenced by Christian values.

The Accreditation Debate

By the early years of the twentieth century, it was possible to refer loosely to a system of Adventist higher education (Hodgen, 1978). In legal terms, at no point can it be deemed a true system. Each institution operates under a charter granted by a state and is separately accredited by a regional accrediting association. Yet, in reality, the twelve colleges and universities form part of

a whole. McAdams (1985) elaborates further on various characteristics that make Adventist higher education in North America a "pseudo-system."

Over time, growth and development of each institution brought forth a high level of bureaucratic structure and administration. Similarly, as American public education became more formalized, interaction between the denomination and the wider society became inevitable.

This interaction is sometimes painful. The accreditation issue polarized church leaders from the turn of the century through until the 1930s. Many church members feared that acceptance of accreditation by secular regional associations might eventually compromise denominational standards and identity. In the twenties and thirties, however, the need for professional recognition and accreditation of Adventist colleges became critical. At risk was the denomination's only medical school, the College of Medical Evangelists--now Loma Linda University (Smoot, 1983).

In 1928 the Board of Regents was established as the accrediting body for Adventist secondary schools and colleges (Hodgen, 1978). The Board became the executive body of the Association of Seventh-day Adventist Institutions of Higher Education and Secondary Schools. Church administrators anticipated this denominational accrediting association would be approved by regional

accrediting bodies. It was not an acceptable substitute for regional accreditation (Knight, 1985).

Controversy abated and, by 1945, all six of the colleges in the midst of the turmoil of the 1930s had received their accreditation (Smoot, 1983). Contrary to the opinion of many, complying with the requirements and minimum standards of accreditation has not led to a loss of church control. Smoot also comments that boards of trustees still direct the church colleges and universities with respect to educational philosophy, objectives and curricula (p. 11). In fact, accrediting bodies have aided the maintenance of high standards and performance. Knight (1985) laments that this has not always been on the denomination's own initiatives. He recognizes that many of the requirements of accrediting bodies are inherent in the concept of Christian excellence.

A Widening Gulf Between College and Church Pew

Many of the problems facing Adventist higher education of the 1980s had their beginnings in the boom decades of the postwar era. Unprecedented growth of student enrollments, campus facilities, curriculum offerings and college budgets heralded a period of challenge and excitement for church administrators.

The impact of the G.I. Bill and the liberal federal government funding policies of the mid-1960s to late-1970s made a church-related college education almost as

accessible as public higher education.

Parents and, indeed, all branches of the church continued to encourage the youth to seek an Adventist college education. Statistics indicate the longer young people remain within the church educational system, the higher the percentage of those who adhere to, and practice, their faith (Hirsch, 1985). It is not uncommon for church administrators to make statements like: "As goes the educational system of the church, so goes the church" (Reynolds, 1985). Indeed, it is believed by many within the Adventist church that the future well-being of the denomination is integrally linked to its educational system (Reynolds, 1982).

Gauging the condition of the church in North America against the present state of Adventist higher education is hardly appropriate. There are correlations, however, and these only give cause for alarm. Neal C. Wilson, General Conference President, has acknowledged that the Adventist church is "drifting towards a Laodician condition of lukewarmness and apostasy" (Wilson, 1988). To combat this growing tendency toward secularism, he advocates the enrollment of all the youth in the Adventist educational system.

Nevertheless, enrollment statistics in the 1980s are sufficient to reveal a gulf between the idealistic rhetoric of church leaders and the actual practice of the

constituency. In 1986 Sorrensen, then executive secretary of the Board of Higher Education, declared that less than 25 percent of Adventist college-age youth were attending Adventist colleges and universities (Adventist Review, March 6, 1986, p. 11). Furthermore, he recognized that many of the remaining 75 percent were not seeking any form of higher education. Gordon Madgwick confirms his predecessor's figures with even more critical data. During the five years from 1981-1986, Adventist higher education dropped in enrollment the equivalent of 2,748 full-time students. This is equivalent to closing three mid-sized Adventist colleges (Spectrum, April 1988, p. 55). Moreover, projections for freshman classes are expected to decrease dramatically within one-and-a-half years.

Clearly, something is amiss. It is more than a shift in demography. It is more than a decline of college-age students within the total population and, in particular, within the Seventh-day Adventist church of North America. During the years 1980-1986, Madgwick also reported that operating losses for the twelve colleges and universities increased from $26.4 million to $34.9 million, not including church donations (p. 55). Even with no further scrutiny beyond an understanding of enrollment and fiscal difficulties, it is very apparent that Adventist higher education is in trouble. What are some of the specific

enigmas threatening the future of Adventist higher education? An understanding of these factors is vital to any long range strategic planning. It is not possible to go forward unless both the past and present are perceived correctly.

One of the first aspects to acknowledge is the parochial nature of Adventist colleges and universities. These are church-related institutions which have remained separate and aloof from state, private, and even other Christian higher education organizations. Adventist higher education has essentially existed for Seventh-day Adventists. This has engendered a certain mystique about Adventist institutions as illustrated by a telephone conversation with Wesley Wilmer of Wheaton College, a founding school in the influential Christian College Consortium. When discussing the topic of institutional advancement in church-related colleges he said, "It is difficult to get any feel for Adventist higher education. Adventists stick to themselves" (L. R. Bartlett, personal communication, June 23, 1988).

The self-sufficiency of the denomination's higher education efforts is now called into question. Dr. William Loveless, President of Columbia Union College (Takoma Park, Maryland) and the senior president among heads of North American Adventist colleges, has recently advocated an expansion of mission from training

denominational employees to meeting the educational needs of the immediate community. This is a radical departure from the traditional exegesis behind the reason for Adventist higher education. It raises basic philosophical questions which will not be reconciled quickly. At risk is the tendency towards secularization as discussed by William Ringenberg (1984) in his chapter, "The Movement Toward Secularization." He identifies the gradual propensities of various orthodox Christian colleges as they move towards a more temporal stance on both doctrine and practice. Without question, there exists a certain tension in being an Adventist college in a predominantly secular society.

Within the past decade Adventist higher education has been hurt by two major denominational controversies; one theological, the other financial. In the realm of theology, Desmond Ford, a charismatic Australian professor of theology at Pacific Union College (Angwin, California), challenged certain doctrinal matters at a public lecture during October 1979 (Utt, 1980). The aftermath resulted in three or more years of debate, resignations of educators and ministers, and the disillusionment of large groups of laity. A crisis of faith and loyalty was worsened by the Davenport Affair. In 1981 Donald J. Davenport was declared bankrupt (Dwyer, 1980). For almost ten years Dr. Davenport had been utilizing church funds in

bold and lucrative investments. His financial failure caused the disciplining of 80 denominational officers and the loss of millions of dollars of church monies.

These controversies have resulted in a marked loss of constituency confidence in denominational leadership. In 1982, Dr. Robert Reynolds, of the Board of Higher Education, spoke of college administrators defending their schools against attacks from "so-called conservative loyalists" (Kent, 1982). Critical attitudes have even come from within church leadership itself. Some, not directly associated with education, have been reluctant to speak and write in support of higher education (Coffin, 1982). The present climate has seen college administrators spend too much time in a reactive position to the detriment of proactive planning and strategy.

Confronting the Future

A crucial element in the future success of Adventist higher education is the quality of its administrators. Like other church-related colleges, Adventist institutions draw administrators and policy makers from within the ranks of the denomination. While these persons may be dedicated and self-sacrificing, the various records would suggest that many have not adapted adequately (McCoy, 1971). These administrators have not always been able to cope sufficiently with the rapidly changing context of current higher education. It is also unfortunate that

some of the best talent has left denominational employ.
The outcome is too frequently a mediocre system with
ordinary expectations and producing average results.

Little is written in the available literature about the
"sameness" of Adventist higher education. It is, however,
generally understood that Adventist colleges, despite
their numerous differences, are basically the same.
McAdams (1985), once a president of an Adventist college,
writes concerning the uniformity of boards of trustees,
administrators and faculty of these institutions. It also
applies to the curricula, student life policies, campus
ministries programs and libraries. Indeed, Russell (1985)
likens the present situation to a cartel. Lack of
competition between institutions and restrictions on
recruiting territories are merely two aspects which
produce inefficient economic results. In this connection,
Hirsh (1985) dares to ask: Are there too many colleges and
universities in the North American Division?

Enrollment and financial trends continue to dominate
the agenda. Adventist higher education is tuition driven.
Approxiamtely 70 percent of educational and general income
is derived from tuition (McAdams, 1985). This means a
persistent decline in enrollment of two percent or more
each year causes grave financial problems. In concrete
terms, the comparison of the 1980-1981 and 1984-1985
enrollments of the twelve institutions indicates 2,000

fewer students in 1984 (see Appendix B). At an average loss of $5,000 tuition per student, this presents a financial shortage of $10 million (McAdams, p. 32).

Harvard president, Derek Bok (1982), reiterates that as colleges and universities grow in size and influence, so their financial needs increase accordingly, and the search for funds becomes "increasingly vigorous and comprehensive" (p. 6). Adventist higher education is no exception. In fact, it is possibly in a more desperate situation for two reasons. First, the separation of church and state issue means Adventist institutions accept limited state and federal monies, usually in the form of student financial aid. Second, unlike the more affluent colleges in the private sector, Adventist colleges and universities have very limited endowment funds.

Once again, traditional Adventist eschatology has a bearing on the lack of endowments found within all denominational educational institutions. The doctrine of the Second Coming of Christ has so dominated the management and operation of colleges and universities that most strategic planning has been short-term rather than long-term. From the late 1970s has come the realization that the future success of Adventist higher education must include endowment planning and greater utilization of philanthropy.

In late 1986, a report to the Commonweal Foundation

examined the existing status of endowments and their management within Adventist higher education in North America (Report to the Commonweal Foundation on Endowment Funds and Their Management, 1986). A completed questionnaire indicated that Adventist institutions have only recently begun to recognize the value of establishing endowment funds. Also, it is very apparent that considerable assistance will be necessary in the development and management of these funds. While all the surveyed colleges and universities have endowment funds, all but one draw excessively on the annual returns from their invested endowments (see Appendix C).

Closely coupled to endowments is the broader concept of philanthropy, or fund raising. In Adventist circles, one man, Milton Murray, is synonymous with major church fund raising. He is director of the Philanthropic Service for Institutions and operates from the General Conference of Seventh-day Adventists in Takoma Park, Maryland. Trained in public relations, Murray has successfully emerged from the Adventist cocoon. He has established credibility with such higher educational bodies as the Association of Governing Boards of Universities and Colleges, The Council of Independent Colleges, and the Council for Advancement and Support of Education.

In 1981 Murray estimated there are some 70,000 living alumni from the Adventist system of higher education in

the North American Division (The Journal of Adventist
Education, April-May, 1981). At that time, only 6.2
percent, or one in 16, were giving to his/her alma mater.
The 1980s have witnessed a steady improvement in support
from alumni.

This increased support has been nurtured by an
innovative plan championed by Murray in mid-1979. The
Business Executives' Challenge to Alumni program (known as
BECA) was established to challenge college administrations
and alumni groups to increase the number of donors as well
as to increase the level of giving to the annual fund.
During the five-year period, 1980-1985, Andrews
University, in south-western Michigan, saw the number of
alumni donors increase by 160 percent, from 964 in 1980-81
to over 2,500 in 1984-85 (Focus: The Andrews University
Magazine, Summer, 1985). Undergraduate alumni
participation in the annual fund is now 30 percent of the
total Andrews alumni. Over this same five year period,
the university has received more than $275,000 in BECA
incentive grants (p. 19).

There are numerous positive stories that come from the
other eleven Adventist colleges and universities. It
emphasizes the potential which still abounds within the
denomination when incentive and credibility exist side by
side. By and large, the mood of Adventism is supportive
of its system of higher education (Madgwick, 1988). It

is, however, demanding greater accountability and, at the
present time, it would appear the church at large is yet
to be convinced this is happening.

The March 6, 1986 issue of the denominational weekly
magazine, Adventist Review, focused on the state of
Adventist higher education in North America. This may
yet prove to be a crucial turning point. Since that time
the Board of Higher Education (together with the K-12
Board) has accepted the imperative to take action.
Perhaps the most significant and far-reaching study of
Adventist education (K-16) in North America is now in
progress. The final outcome in 1990 will be a master plan
to provide structure and direction into the twenty-first
century (Smith, 1988).

The Potential of Institutional Advancement

With the 1980s drawing to a close one thing is certain;
in the immediate future Adventist colleges and
universities will need to strive much harder in order to
survive in a competitive market place. Similar to all
institutions of higher education, this means an increased
employment of institutional advancement techniques.

As the present state of affairs would suggest,
Adventist higher education will continue to attract
predominantly denominational students. Even so, the
potential exists for all colleges to be operating
successfully. The likelihood of this happening will

depend on how each of the twelve institutions is able to promote itself before its constituency. Herein lies the challenge.

Whereas the Seltzer-Daley study (1987) unequivocally revealed that Adventist parents and church members desire their youth to attend an Adventist college, the actual freshman enrollment figures would suggest otherwise. For example, Columbia Union College (located in Takoma Park, Maryland) serves the Seventh-day Adventist constituency of the Columbia Union Conference. This includes all church members residing in the states of Ohio, Pennsylvania, New Jersey, Delaware, Maryland, the District of Columbia and West Virginia. Of the 466 academy seniors residing within this territory, only 75, or 16 percent, enrolled at Columbia Union College in the Fall of 1988 (Fall Enrollment Report 1988-1989).

What is the answer to this Adventist idiosyncrasy? What change is necessary to have Adventist parents and church members give more than verbal assent and, in fact, enroll their youth in one of the denominational institutions?

One solution is linked to the future well-being of the corporate church. If church members, living more and more in the midst of a secular society, feel content with their local church entities then they are likely to support the church college.

Another solution lies within the resources of the individual institution. By marshalling the various resources and proactively operating an institutional advancement program, an Adventist college can build institutional image. Even a cursory review over the past decade reveals a significant increase in the sophistication and utilization of this approach.

Whatever the future of Adventist colleges and universities, the various elements of institutional advancement will play an important part in securing a viable future for these institutions.

Statement of the Problem

Numerous small church-related colleges in North America operate under serious fiscal and educational constraints. In many of these colleges conditions have worsened during the 1980s. The question frequently high on the agenda of these institutions is: Can our college survive in the midst of today's competitive higher educational environment?

Among the nation's 786 church-related colleges (The Chronicle of Higher Education, August 12, 1987), there are eleven operated under the auspices of the Seventh-day Adventist church. One additional Adventist college is located in Canada, making a total of twelve in North America.

There exists among Adventist church leadership and

educational administrators, growing concern about the continued viability of maintaining all of these institutions. Declining enrollments, spiralling financial costs, and a less compelling reason for Adventist youth to seek Adventist higher education have raised significant questions about reducing the number of colleges. These advocates of retrenchment argue that this action would enable a consolidation of resources into more economically efficient units. Furthermore, this would enhance greater quality and excellence within the system.

Other church administrators do not accept the proposal of closing institutions as a _fait accompli_. Rather, they would prefer to evaluate the situation and invoke strategies designed to maintain the existing twelve colleges and universities. Many of the tactics these church leaders and educators favor are encompassed by the concept of "institutional advancement."

Most components of institutional advancement are reasonably new to Adventist higher education. Therefore, it is to be expected that the level of competence in implementing advancement programs is still maturing. Frequently personnel in all areas of advancement either lack training or institutional memory (most have been at their current position less than five years). In addition, advancement personnel are essentially perceived as income generating bodies rather than in a broader context. This

suggests there is an uncertainty among Adventist college leaders as to the real benefits of institutional advancement.

Therefore, the major research questions this study will seek to answer are:

1. To what extent does the role of institutional advancement in Seventh-day Adventist colleges in North America conform to a model of advancement for small liberal arts colleges, in terms of: (a) comprehensiveness of advancement activities; (b) training and experience of advancement officers; and (c) involvement of senior administrators and boards of trustees?

2. What impact does being a Seventh-day Adventist college or university have on a program of institutional advancement, in terms of: (a) design; (b) implementation; and (c) effectiveness?

Significance of the Study

This study will seek to provide an increased understanding of the role of institutional advancement operating within Seventh-day Adventist colleges and universities in North America.

During the last decade a considerable body of knowledge has been accumulated on advancement methods and practice pertinent to the small liberal arts college. Much of this information has come from the ranks of two higher

education organizations; namely, The Council for Independent Colleges (CIC) and the Council for Advancement and Support of Education (CASE). In a review of this, and other related, literature no research made reference to Adventist higher education.

Through its data collection, this study will provide the first description of the structure of institutional advancement within Adventist higher education. Accordingly, Adventist administrators and, perhaps, other church-related college officials will be able to draw upon this new information. The study will comment on how individual colleges, and even systems of higher education, can survive in a competitive environment. In addition, it will provide a means of analysis and comparison between Adventist colleges and other small liberal arts colleges.

Definition of Terms

For the purpose of clarity, the following terms are defined using working descriptions from the various fields under investigation, or sources which have been cited elsewhere in this study.

Alumni affairs: Sometimes called Alumni Relations, this is the office under the umbrella of institutional advancement which cares for the graduates and former students of a college.

Adventist: The term "Adventist" is used synonymously to describe the Seventh-day Adventist Church or its members.

Church-related colleges: The Chronicle of Higher Education
(August 12, 1987) stated there are 786 church-related
colleges and universities in the United States. Such
institutions are connected to a religious organization
and, usually through governance and/or funding, are
dependent on that body for support.

Fund raising: Fund raising, or development, has become a
crucial ingredient for colleges and universities in recent
hard times. Cheshire (1977) has stated that funds raised
through private philanthropy "make possible a margin of
educational difference" in all sectors of higher
education. Fund raising includes annual giving, major
gifts, deferred gifts, and corporate and foundation
solicitation.

General Conference of Seventh-day Adventists: This is the
title given to the world headquarters of the Seventh-day
Adventist church. The countries of the world are divided
into "divisions" (i.e., the North American Division
includes the United States and Canada). The church
organizational structure is hierarchical in design and
function. The General Conference is located in Takoma
Park, Maryland but is due to relocate at Silver Spring,
Maryland in 1990.

Government relations: This aspect of institutional
advancement is relatively new for many colleges and
universities. It focuses on a proactive effort by

educational institutions to cultivate recurring goodwill and support from legislators and other personnel at local, state and federal government levels.

Institutional Advancement: Institutional advancement is the process "primarily responsible for maintaining and improving the relationship of an institution of higher education with society and selected publics in a way that most effectively contributes to the achievement of the institution's purposes" (Jacobson, 1978).

North American Division of Seventh-day Adventists: The North American Division includes the geographical region of the United States and Canada. The organization and support of the Adventist church in this territory is administered by the North American Division administration located in Takoma Park, Maryland.

Public relations: The public relations office has the object of advancing understanding and support for the college through programs designed to improve public confidence in the institution. Richards and Sherratt (1981) call public relations "a potpourri of responsibilities" because it includes internal and external relations, media relations, and special events.

The North American Division Board of Higher Education: This body serves as a control planning and coordinating council for Adventist higher education on the under-. graduate, graduate and professional levels within the

North American Division. Among its various duties, the Board of Higher Education initiates and develops long-range planning for Adventist colleges and universities.

The Seventh-day Adventist church: The Seventh-day Adventist church emerged from the Great Awakening of the early nineteenth century. It is a Protestant denomination adhering to the doctrine of the Second Coming. The acceptance of the seventh-day Sabbath as the day of worship distinguishes Adventists as somewhat apart from the main body of Protestantism. Seventh-day Adventists have some five million members throughout the world. As a corporate group, Adventists give strong support to education, health, and citizenship.

Limitations of the Study

There are inherent problems in a study of this nature. These include:

1. the background and experience of the author as a possible source of bias.

2. the restrictions of time and funding to enable the author to personally visit each of the twelve Adventist campuses in North America.

3. the willingness of the various college administrators to openly express their feelings and opinions in the interview sessions, and thus to obtain less than a complete understanding of the real situation.

CHAPTER II

LITERATURE REVIEW

The Concept of Institutional Advancement

In advocating a role for institutional advancement in colleges and universities, A.W. Rowland (1978) writes:

"The willingness of society...to support higher education will be determined over the long run by how people feel about the institution, how well they understand its mission, to what extent they feel that it contributes to their total welfare, and ultimately, how deeply they are willing to dig down into their pocketbooks to support it. That is why institutional advancement is as important a function as any in a college or university, for in the final analysis, it makes the institution possible" (Forward x).

While educators have long understood the need for improving public understanding and support of American higher education, the organized structure whereby this might be accomplished has been slow in coming to the college and university campus. Until the decade of the seventies, the concept of institutional advancement was very much on the fringe of academe.

To be sure, the notion of promoting institutions of higher education can be traced back to colonial days. The

early years of Harvard College reveal the use of the first
fund raising pamphlet, New England's First Fruits, and
the subsequent fund raising campaign (Cremin, 1970). In
addition to the need for fund raising, colleges and
universities in the eighteenth and nineteenth centuries
had to foster good relations with students, parents, and
communities. Later, William Harper, president of the
University of Chicago from 1891 to 1906, was an early
practitioner of public relations. He established an
information office, hired a publicity director, and staged
events to focus attention on the university. Harper
viewed public relations as a positive means of building
the University of Chicago (Cutlip, 1971).

Although Harper, and similar college and university
presidents of the period, became the implicit leaders of
their institution's advancement efforts, there were no
central management programs evident on any campus
(Richards and Sherratt, 1981). While many of the
necessary advancement components were in place by the end
of the nineteenth century, each element functioned
separately. Certainly, "institutional advancement" in its
present form was unknown.

The term was first used at the landmark Greenbrier
Conference in 1958 (Shoemaker, 1985). The previous year,
the American Alumni Council and the American College
Public Relations Association jointly engaged in a major

study funded by the Ford Foundation. The study was entitled "The Advancement of Understanding and Support of Higher Education." From this time onwards, institutional advancement has become an increasingly important expression within the nomenclature of higher education.

John Leslie (1969) has defined institutional advancement as:

> "an umbrella concept typically including public relations activities, alumni programs, fund raising, publications production, and in some institutions, state and federal liaison, student recruitment, university press operations, central printing and mailing services--to mention a few" (p. 3).

Wesley Wilmer's (1981) study adapted Leslie's definition and arranged the umbrella notion of institutional advancement under the following six functional areas: (1) executive management; (2) fund raising; (3) alumni affairs; (4) institutional relations; (5) government relations; and (6) publications.

In the Handbook of Institutional Advancement (second edition, 1986), Steven Muller also defines institutional advancement in a prologue on definition and philosophy. He refers to a comprehensive program to promote understanding and support for a college or university. The advancement concept embraces alumni relations, fund raising, public relations, internal and external

communications, and government relations.

Richards and Sherratt (1981) provide a greater understanding of institutional advancement by tracing its chronological development in three distinct periods from 1636 to 1980. Indeed, when viewing the phenomenon of advancement in its historical context an interesting factor arises. The idea of a college or university nurturing a climate for its own preferment emerges as a uniquely American component of higher education. This need for institutional advancement is predicated on the principle that, within the United States, the world of academia has always lived in close association with the society it serves (Altbach & Berdahl, 1986).

Higher education is not only accountable to the general public. Colleges and universities are under continuing scrutiny by trustees, faculty, students, alumni, parents, donors, government officials, and other interest groups. Frequently there is a need for higher education to address its various publics with one voice. The arena of institutional advancement is no exception.

In 1975 the American Alumni Council (established in 1913) and the American College Public Relations Association (established in 1917) merged to form the Council for the Advancement and Support of Education (CASE). The central consideration for this merger was to provide unity of purpose and direction for member schools,

colleges and universities in the major functional areas of institutional advancement.

Since 1975 CASE has enjoyed dramatic growth both in membership and effectiveness. At the end of 1988 its institutional membership was 2,800 colleges and universities, both private and public, and independent secondary and elementary schools: the largest institutional membership of any educational association. Individual membership was listed at 13,500 (1989 CASE Membership Directory). Today, CASE has become synonymous with the concept of institutional advancement for so many American colleges and universities.

Herein is an apparent contradiction. The rise and success of institutional advancement, and organizations like CASE, is in indirect proportion to the decline of numerous institutions of higher education. The decade of the eighties has presented the majority of colleges and universities with declining enrollments and dwindling resources. Clearly, change within society means change within academe.

Coping with Change

A major theme in much of the current literature on higher education focuses on the concept of change. Its impact has been experienced by all colleges and universities; large and small, public and private. Clark (1983) comments that, in academe, change occurs in many

ways; "it is uncommonly incremental, disjointed, contradictory, and opaque" (pp. 8-9) In particular, the history of the American liberal arts college is one of an institution responding to changes in its environment over several hundred years.

Despite the gloom and doom pervading higher education in the mid-1980s, Green, Levine & Associates (1985) maintain that opportunity for colleges and universities is implicit in times of adversity. Together, they have brought significant change and rebirth to a small liberal arts school, Bradford College, in northern Massachusetts. Numerous other colleges and universities have shared similar experiences. Collectively, they have proven the adage, "When it gets dark enough, you can see the stars."

Nevertheless, the process of change is difficult for many institutions of higher education. The Carnegie Council on Policy Studies in Higher Education (1980) observes that the less selective liberal arts colleges are likely to be most vulnerable to changes within a rapidly and powerfully changing environment. Indeed, among institutions that have closed, or been absorbed by or merged with other institutions, small liberal arts colleges are heavily represented (Fadil and Thrift, 1978).

Jonsen (1984) believes that the small liberal arts college faces at least six critical environments: demographic, economic, political, social, organizational,

and technological. Each of these environmental factors has the potential to threaten the continued existence of an institution. For example, in the technological environment, each year produces new developments in telecommunications that significantly affect the institutional delivery system (pp. 177-178). Today, the rate of change is much greater than in the past.

Unfortunately, colleges and universities confronting rapid change often characterize the various environments as hostile. In this manner, the institutional goal becomes survival. While all higher education institutions face these same environments, the critical difference is that large and wealthier institutions are more able to exert power over their environments (Jonsen, 1984). However, while many small liberal arts colleges have been forced to close their doors, others have successfully adapted to the challenges and stimulations of a changing marketplace (Knaus, 1978).

Inherent within the concept of institutional advancement are the terms "marketing" and "strategic planning." Indeed, both terms have entered the higher education arena because of environmental changes affecting colleges and universities. Centre College, in Danville, Kentucky, is one example of a small liberal arts college which has utilized the various components of these notions. The outcome has been an enlightening process of

"institutional self-discovery." Centre College was able to affirm its size, mission, and future now, and for the immediate future (Morrill & Nahm, 1985).

Marketing Higher Education

During the past decade, higher education has discovered marketing. This relationship, however, has not been without its critics. Among the protagonists are those who believe that utilizing techniques of the business world will eventually diminish academia. They equate marketing with sales, and the idea of selling conjures up images of Fuller Brush men and Mary Kay representatives in their pink Cadillacs.

It is important to recognize that higher education is different to the business world (Astin, 1985). Therefore, marketing in colleges and universities will also be different. In making the connection with higher education, Keller (1985) has defined marketing as

"a comprehensive attempt to keep an institution's product or services closely tied to what people want or need, at a price they think fair, at a place and time they feel is appropriate or convenient, and with promotion that informs them accurately of its value and virtues..." (p. 6).

The concept of marketing higher education confronts administrators at a time when colleges and universities have never had so much competition. Eurich (1985) reveals

that business firms now spend about $55 billion a year on education and training. At least 18 corporations and industrial associations award regionally accredited academic degrees. The number of proprietary schools has increased to 6,000 outnumbering accredited colleges and universities nearly two to one. Eurich further reveals that recently 15 universities together with 12 leading corporations have organized the new National Technological University. This venture will enable NTU to beam instruction, via satellite, to many corporate classrooms around the nation (p. 17). These, and other numerous innovations within higher education, indicate that traditional colleges and universities no longer have a monopoly on higher education.

How does educational marketing work? Any market approach to higher education will incorporate the marketing mix, or generic "four P's;" product, price, place, and promotion (Kotler & Fox, 1985; McCarthy, 1960). The aim is to either maintain, or improve, the institution's "position" within an increasingly competitive market place. Kotler & Fox (1985) suggest four principal benefits when a college or university implements a marketing approach. These include: (1) greater success in fulfilling the institution's mission; (2) improved satisfaction of the institution's publics; (3) improved attraction of marketing resources; and (4)

improved efficiency in marketing activities (p. 12).

The marketing concept is intended to operate within the context of the college or university's mission statement. This pronouncement is central to the institution's quest to effectively serve the needs, wants, and values of its various publics. In market terminology, the mission statement defines "what business you're in" (Kotler & Fox, 1985; Grossman, 1987). Clearly, institutional goals and mission assertions evolve over time, and periodically require review and redirection. For example, many corporations have entered the higher education market because colleges and universities were slow to identify continuing professional education and corporate training as within their purview.

In order to survive in today's increasingly complex higher educational arena, colleges and universities must deal effectively with their many publics. Also, they must generate high levels of satisfaction. Adopting a marketing approach is a recent strategy for most colleges and universities. The Council for Advancement and Support of Education conducted on-campus and off-campus interviews to determine particular issues common to both campus and public (Eisenberg, 1988). CASE identified five major concerns: (1) quality of higher education; (2) wider access; (3) cost; (4) public understanding; and (5) higher education's relation to the workplace and economic

development (pp. 29-31).

Some institutions, like Queens College in Charlotte, North Carolina, have responded to the needs of their publics and, now, look forward to a successful tomorrow (Reithlingshoefer, 1988). After 1978, Queens College repositioned itself in terms of institutional mission and its relationship to the city of Charlotte. As a liberal arts college, Queens deliberately sought ways to link with the city's cultural life. In so doing, Queens has transcended from being "a small, private, run-down school catering to elitist females," to a college which "doesn't just ask for our help, it contributes to the community" (pp. 25-27).

Many colleges and universities have continued to focus on their existing programs and, thereby, ignore the potential that exists for change and new educational ventures. According to Levitt (1960), in his authoritative essay on marketing, such institutions suffer from "marketing myopia." In fact, he would advocate that colleges and universities, which do not seek to understand their "position" in the marketplace, are bound to a similar fate as the American railroad industry. Levitt maintains that the railroads failed because they were "product-oriented" and not "customer-oriented" (p. 45).

There is a danger in linking higher education too closely to the corporate setting. Education deals in

human resources rather than physical goods. During the last decade, the American Marketing Association has revealed a new emphasis in marketing more applicable to the field of higher education--the marketing of services. Donnelly and George (1981) discuss this new theory and the American Marketing Association has published an annotated bibliography on "services marketing" (1985).

The marketing concept is a process which involves the entire institution (Grossman, 1987). It must permeate all who represent the college or university. In particular, small liberal arts colleges must recognize the need for marketing and adopt an appropriate marketing structure (Knaus, 1978). Failure to act in this manner will only increase the likelihood of being forced out of the higher education marketplace (Bailey, 1983; Grossman, 1987).

Strategic Planning in Higher Education

For many academics, marketing remains a misunderstood concept. A more readily acceptable expression is "strategic planning." This notion has gained wide acceptance with the publication of George Keller's, Academic Strategy: The Management Revolution in American Higher Education (1983).

According to Robert Cope (1981), one of its major proponents, strategic planning is:

"An institutionwide, future-examining, participative

process resulting in statements of institutional

intention that synergistically match program strengths with opportunities to serve society" (p. 8).

Essentially, strategic planning involves scanning the external environment for possible threats and opportunities, assessing internal strengths and weaknesses and then, based on a comparative analysis of this external and internal information, identifying major directions that will promote future institutional health and viability (Cope, 1981; Baldrige & Okimini, 1982; Keller, 1983).

The most distinctive feature of strategic planning is its focus on the external environment. Understanding the rapid changes that challenge higher education is paramount to institutional survival. Indeed, the need for expedient, effective adaptation to environmental change is often cited as the principal reason why higher education should initiate deliberate strategic planning efforts (Cope, 1981; Keller, 1983).

A second distinctive feature of strategic planning is its emphasis on the integration of planning and operational decision-making. In an interview with CASE Currents, Keller suggests that college and university presidents, and other campus administrators, need to spend less time on day-to-day details and more time on management and strategies (Bailey, 1983). Baldridge and

Okimini (1982) assert that, through active involvement in strategic planning, administrators will become more proficient in making "today's decisions with regard to their future impact" (p. 17).

Through the means of strategic planning, numerous colleges and universities are learning to know their rightful position in the academic marketplace for the first time. Again, small liberal arts colleges are among those most accessible to the changing trends within higher education and society. For some colleges, "downsizing" in enrollment, faculty, and support staff is a positive strategic planning tool (Smith, 1986). For others, identifying new market "segments," like international education at Heidelberg College, has revitalized both campus and community in a farming region of northern Ohio (Cassell & Cassell, 1987).

The Organizational Umbrella of Institutional Advancement

Now, having explored the basic definition of institutional advancement, the influx of change in higher education, and the adoption of both marketing and strategic planning, it is time to return to the concept of institutional advancement.

From Wilmer's (1981) adaptive definition, institutional advancement is best understood as an umbrella function comprising six elements: executive management, fund raising, alumni, institutional relations,

government relations, and publications. Each element will now be further discussed with particular reference to the small liberal arts college.

Executive Management

For two decades, institutional advancement has been widely considered as a management concept (Clugston, 1981). Since the 1958 Greenbrier Conference there has been a steady movement towards greater coordination of the advancement process (American College Public Relations Association, 1958). Previously, the various elements of institutional advancement operated independently of each other. Alumni associations, in particular, had few occasions to correlate their purposes and activities with those of other advancement components. Fund raisers, government relations officers, and public relations personnel were all accustomed to operating alone. There was little evidence of institutional advancement as a campus-wide coordinated program (Richards & Sherratt, 1981).

Now, even on small campuses, it is usual for one senior administrator to coordinate the institutional advancement program. This person is often a vice-president who reports directly to the president and is responsible for the coordination of all, or almost all, of the six elements of institutional advancement (Shea, 1986). It is only over the past decade that advancement

has gained this amount of recognition and, indeed, prestige. Van Slyke (1982), through a comprehensive CASE survey, found that the typical advancement professional was white male, under the age of 40, working in his current position for less than three years, and assumed the title of "director" or "manager." Less than ten years ago, this individual was more likely to be a fund raiser than an executive coordinator of institutional advancement activities.

The physical and operational growth of institutional advancement on many college and university campuses has not been without a degree of tension. Presidents, faculty, and boards of trustees are sometimes reluctant to support the expansion of institutional advancement functions when they are struggling with the uncertainties of enrollment and finances. Cheshire (1980) observes that presidents are sometimes disappointed with institutional advancement. Among the reasons for this negative response are the unrealistic expectations some presidents have toward advancement and the lack of clear definition given to institutional advancement personnel by the college administration. Cheshire comments that "these instances hurt institutional productivity and damage professional credibility in advancement" (p. 17).

There is no question that the president of the institution must be the dynamic force behind the

institutional advancement thrust. When a college or university is facing difficult times, presidential leadership becomes an imperative for institutional survival (Cyert, 1980; Kerr, 1980). In fact, Peck (1984), after a study of "successful" Council of Independent Colleges member institutions, concluded that effective leadership and an effective college exist in a symbiotic relationship. Discussing characteristics of successful college/leadership, Peck concludes that presidential leadership does make a difference (p. 269).

Nevertheless, being president of a college or university is an awesome responsibility (Sammartine, 1982). The pressures are immense. In this context, it was no glib assertion when Woodrow Wilson said, on becoming President of the United States, "after Princeton, Washington is pie."

In these days, higher education demands entrepreneurial leadership. Berte and Morse (1985) call for a "proactional" president at the helm of today's successful colleges and universities. This type of leadership is in distinct contrast to so many administrators who are too busy maintaining the status quo to make innovative decisions and take aggressive action. Colleges and universities must find presidential leadership and then advance the institution beyond the besetting problems of decreasing enrollments,

deteriorating physical plants, and financial austerity
(Seymour, 1987). In short, a new breed of presidents and
administrators is needed today; those who choose to be
proactive and not merely reactive.

Proactive presidents will articulate a special vision
or mission for their institution. Father Hesburgh calls
this the most important contribution for a president
"...to articulate his vision of the institution so
persistently and persuasively that it becomes shared by
all constituencies" (Fisher, 1980, p. 58). Such
presidents are visible off campus and they exhibit
"transforming leadership" (Burns, 1978). They become
effective change agents and, together with their various
constituencies, are able to restore within the college or
university a renewed sense of meaning and purpose
(Kauffman, 1984). This is institutional advancement in
action, not reaction.

Fund raising

Jack Blaney, vice-president for university
development at Simon Fraser University, a public
institution of 12,000 students in Burnaby, British
Columbia, has an almost contradictory view of fund
raising. He says:

"As a director of development, I have virtually no

interest in raising money for my university.

However, I am interested in helping the university

establish a downtown campus, a Business Studies Institute, and a Gerontology Research Center. Or, in more general terms, I'm interested in helping to shape the distinctive mission of my university, to determine our specific objectives within that mission, to secure community support for that mission, and to raise funds to fulfill that mission." (Blaney, 1988).

In this context, the primary focus of fund raising (or development) professionals is not to raise money. Rather, it is to advance the distinctive mission of the college or university. Stone (1986) recognizes that as donors become more "sophisticated," fund raising competence becomes increasingly significant over the old boy network, war stories, and raffle tickets.

Philanthropy is big business. In 1986 $11.25 billion, or 14.6% of all money given, was destined to education (GIVING U.S.A. in Fund Raising Management, November 1987). Fund raising within higher education includes solicitation of both individuals and organizations. Usually, fund raising from individuals consists of four giving categories: (1) annual giving; (2) major gifts; (3) capital campaigns; and (4) deferred giving (Richards & Sherratt 1981).

The annual fund and major gifts remain the core of a typical college or university's fund raising effort.

McCaskey (1983) refers to these two aspects of fund raising as a "recurring challenge." More than most other fund raising activities, annual giving consumes energy, resources, and time. The methods for soliciting annual gifts usually include direct mail, phonathons, and personal, face-to-face contact. Major gifts require more sensitive solicitation. The president, board members, or major donors should, in the main, solicit major gifts.

Capital campaigns demand time and careful planning (Bornstein, 1989; Joyce, 1983). Forsaking the traditional capital campaign approach, most colleges and universities are pursuing either a comprehensive campaign (generally lasting three to five years) or a single-purpose campaign (restricted to a special interest constituency group for a single building, or for any other single purpose) (Dove, 1986).

Deferred giving (or planned giving) is perhaps the most complex form of fund raising for college and university fund raisers. Hurwitz (1986) highlights the importance of understanding legal aspects. Changes in the tax code require technical and legal skills not readily available on every college campus (Dove, 1986). Therefore, each higher education institution must approach deferred giving only as they are prepared to provide the expertise to handle annuities, bequests, charitable trusts, and life insurance, among others. Particularly

for small colleges and universities, there remains large fund raising potential in the area of deferred giving. Converse (1988) maintains that establishing long-term relationships with donors who have a keen sense of commitment to the organization will pay dividends.

Following the Second World War, financial support from corporations and foundations has become increasingly important for almost all institutions of higher education. Usually, corporate giving is through a contributions program operating within the company (Withers, 1986). Research is the key to obtaining corporate support. Reference material ranges from "Standard and Poor's Register of Corporations," to chamber of commerce directories to the Yellow Pages of the local telephone directory. Murphy (1982) found, after researching one thousand of the largest corporations in the United States, that "corporations look for cost efficiency, local service delivery and the ability to fill an unmet need" (p. 4). Over the past decade, however, the competition for corporate support has intensified. In any given day, a manager of corporate contributions may receive up to fifty requests for grants (Withers, 1986). Clearly, colleges and universities that are most successful in obtaining corporate support will be those who learn the corporate strategy for making contributions to an increasing emporium of solicitors (Taylor, 1986).

Similar to dealing with the corporate world, foundations require a specialized approach (Corbally, 1987). Most colleges and universities recognize that of the nearly one million foundation proposals submitted each year, only about 7 percent are subsequently funded (Murphy, 1986). This produces a sense of caution within most educational fund raisers. At least three skills are necessary when seeking grants from foundations: (1) leadership; (2) craftsmanship; and (3) grantsmanship (Murphy, 1986). Foundations print guidelines for the purpose of informing the public of current funding priorities. In addition, directories such as "The Foundation Directory" and the "Taft Foundation Directory" provide details of awards made by the largest foundations in the country. As in other forms of philanthropy, people in foundations grant money to organizations they know and trust. Once a foundation has funded a program at a college or university, the potential exists for future funding. While many small colleges and universities do not have the manpower to pursue much in the way of foundation support, it is an area that should not be overlooked entirely.

Pickett (1984) asked the question: "Why do some colleges raise more money than others?" (p. 45). Pickett suggests two reasons. First, colleges differ in the potential they have for fund raising. Some have better

access to wealth. These are usually the larger,
wealthier, more expensive, and more prestigious
institutions. Second, some colleges raise more money
because they invest more in the advancement function.
Such institutions have progressive presidents, active
boards of trustees and possess a clear sense of mission.
Goldman (1988) advocates an "institutional esprit" as
necessary for success in college fund raising. He asserts
that this degree of involvement and success is available
to all colleges and universities (Goldman, 1988).

In the area of fund raising, the most vexing
challenge is to stem the high turnover of personnel. Many
fund raisers are young, upwardly mobile, and working at an
entry level position (Carbone, 1988; Van Slyke, 1982).
This raises the issue of competency among fund raising
personnel. While most fund raisers remain in one position
for less than two to five years, there is a real need to
improve both the commitment level of these persons and
employment conditions in their collegiate workplace
(Carbone, 1988). Smith (1984) discusses the components of
professionalism necessary for fund raising personnel
within higher education. These include industry,
resourcefulness, resilience, personal perspective,
academic respect, institutional respect, knowledge, and
integrity (pp. 23, 24). The possession, to varying
degrees, of these characteristics will enhance the career

of fund raising professionals. A lack of these same
qualities will lead to burnout; perhaps, the greatest
threat to the fund raising profession (Dalzell, 1988;
Goodwin, 1988).

In discussing the role of fund raising, Frick (1986)
describes those who enter this career path as embarking
upon a "noble" endeavor. Such individuals are needed by
colleges and universities now, and into the next century.

Alumni Associations

The alumni association is one of the great American
contributions to higher education. From colonial times,
the purpose of an alumni organization was to promote the
welfare of an institution in accordance with the interests
of its graduates. College administrators were quick to
appreciate the importance of fostering such associations
(Brubacher & Ruby, 1976). Indeed, all other functions
under the institutional advancement umbrella have scioned
from the early work of alumni associations (Forman, 1979).

Over time the concept of the alumni association has
evolved to its present level of maturity and
professionalism. In areas of planning, finance and
budgeting, computerization and automation, and personnel
management, alumni programs have become highly visible and
indispensable entities on campuses across the nation
(Lavery, 1981; Heinlen, 1986).

Forman (1979) refers to the alumni support for higher

education as the "vital margin". Particularly in
difficult times, loyal and informed alumni become
requisite interpreters of the college or university to the
general public and to special interest groups (Richards &
Sherratt, 1981). Numerous small private institutions have
utilized their alumni as a base from which to gain greater
support from corporations, non-alumni parents of current
students, and other friends (Ransdell, 1986). An active
alumni association provides a devoted volunteer reservoir
for phonathons, and other annual giving programs. The key
to success when using such volunteers is planning and
organization (Davis, 1986).

Purpura (1980) advocates building the "alumni habit"
while the students are still in college. This
necessitates creating a positive image of the alumni
association in the minds of the student body. Involvement
in planning homecoming, sporting events, fund raising, or
other activities are opportunities to provide current
students with a chance to interact with alumni from the
same institution. Often these contacts are sufficient to
nurture an early bond between students and their future
alma mater (Barrett, 1986).

Effective alumni associations demand good alumni
administration. Ransdell (1986) describes such
administrators as "highly organized, conscious of detail,
and [having] the ability to plan and implement ideas. In

addition, these alumni administrators are creative, visionary, conscious of quality and cost-effective productivity, hard working, honest, humble, and pleasant people" (p. 379). Such administrators are a far cry from the days of the volunteer alumni secretary (Forman, 1979).

Today, even small colleges and universities recognize the need for a professional alumni staff. It requires time, money, and personnel to nurture an institution's alumni. If loyal alumni are to enroll their children, give of their money, and be ambassadors of goodwill, they need to know their alma mater still cares about them (Wilmer, 1987). Such alumni attention necessitates an adequate program, office facilities, and personnel. Surely, no college or university can afford to ignore the alumni function and remain in the higher education business.

Institutional Relations

This next component of the institutional advancement umbrella is a potpourri of responsibilities. Institutional relations has the task of communicating to both the internal and external audiences of a college campus. In seeking a clearer understanding of institutional relations, it is correct to regard it as a public relations function. And, public relations has been defined as:

"...the planned effort to influence opinion through

good character and responsible performance, based

upon mutually satisfactory two-way communication"

(Cutlip & Center, 1978).

As colleges and universities become more complex and

diverse, the ability of these institutions to communicate,

both internally and externally, becomes more arduous.

Gone are the days described by Veysey (1970) when, "Early

in the nineteenth century it had been possible to speak of

the officers of an entire college--its president, its

faculty, and its trustees--as being of one and the same

mind" (p. 57). Today, every college and university has

many internal publics. H. Rowland (1986) suggests that an

institution which neglects its internal relations program

cannot maintain an effective external relations program.

Effective internal relations depends on good

communication. Grunig and Hunt (1984) advocates a two-way

symmetric model of internal relations. Such open

communication provides "information about the

organization, its management, its plans, its performance,

and its problems" (p. 245). When faculty, staff, and

students are well informed about their institution, they

are more likely to be "emissaries of good will" to the

external publics (Richards & Sherratt, 1981).

Haberman and Dolphin (1988) describe the dramatic

decline of a private midwestern university which lacked a

cohesive internal relations program. The football team

was squashed, basketball deemphasized, a fund raising campaign was cancelled, the students demonstrated, and the president resigned. The new president enlarged the public relations staff and communicated the "real" situation of the university to its internal publics. The institution survived (p. 111).

Institutional advancement officers need to recognize that an institution which relies on indirect, one-way communication is not meeting the needs of its internal publics. Similarly, it is not working in its own best interests (H. Rowland, 1986). All colleges and universities have a formal chain of communication and one that is informal (the "grapevine"). If an institution makes no effort to inform its internal publics through formal channels, then the faculty, staff, and students will obtain the story from some other source (Haberman & Dolphin, 1988).

As technology continues to improve, the means to build stronger contact with the internal publics will increase. Public relations personnel responsible for internal communication should: (1) circulate work-related information; (2) disseminate official campus information; (3) enlist support for participation in specific institutional activities; and (4) respond to adverse information about the institution (Radock, 1971; Reuss, 1984).

Winkler (1978) highlights the connecting link between an institution's internal and external publics. In fact, it is sometimes difficult to differentiate between these two publics. Does a college or university regard its alumni as belonging to its "internal" or "external" publics? (Haberman & Dolphin, 1988).

Even so, all colleges and universities are sub-communities within the wider community. For small, lesser known institutions, the external public is the immediate community. For larger institutions, the external environment may be the state, the nation, or beyond. Regardless, colleges and universities have the potential to be an irritant, as well as a source of pride, to the surrounding community (Bok, 1982). As visible organizations, all colleges and universities need a formal program of external relations.

For example, Halstead (1986) writes that the most pressing issue currently facing small colleges is the lack of visibility, and the subsequent ability to solve the problem. Collectively, these small institutions have "small staffs, little news to report, few research breakthroughs, almost no 'big name' sports, and mostly a local, not national profile" (p. 9). In this regard, they remain "invisible colleges" (Astin & Lee, 1972).

Most colleges and universities, large and small, have multiple external publics (Perkins, 1986). These include

alumni, prospective students, corporate and community leaders, donors, parents of students, state and federal legislators, church members, and taxpayers (Richards & Sherratt, 1981). Communicating with these external publics requires a dialogue that is "credible, creative, and reliable" (p. 26).

Kruckeburg and Starck (1988) discuss "the loss of community" so evident in modern organizations. They explain that, even in programs promoting "social responsibility," public relations efforts are frequently manipulative and intent on selfishly serving the organization. Bok (1982) believes that colleges and universities must seek ways to promote communal relations with various external publics: even "persons who object to eating meat can be given vegetarian dishes so that they will suffer no inconvenience in abiding by their principles" (p. 284).

When colleges and universities demonstrate such efforts at building a sense of community, the image of the institution can only be enhanced. Justiz, Schwab, and Kameen (1986) describe the strategies for image building as a "laborious process" requiring much patience and successful public relations. Institutional image is important because image and reputation are interrelated. Garvin (1980) comments that an institution's reputation for quality is often more important than its actual

quality. This means the present reputation of a college or university is usually based on its past record. At the same time, an institution cannot change its image, or reputation, through an expeditious change in public relations strategy. Rather, effective institutional relations, internal and external, is achieved by sensitive and responsive communication by all who form part of an institution's educational enterprise.

Government Relations

No college or university operates in a vacuum. Among the various publics of higher education are the local state and federal branches of government. The level of financial and legislative governmental involvement in the lives of colleges and universities, both public and private, has increased dramatically since mid-century. The Carnegie Foundation for the Advancement of Teaching report (1982) on the governance of higher education, The Control of the Campus, provides statistical documentation on these financial and other governmental incursions.

Government involvement in higher education has become so persuasive that colleges and universities now need considerable administrative structure and personnel to adequately interface with state and federal authorities (Kennedy, 1986). Under the institutional advancement umbrella this function is known as "government relations".

Some large institutions have a vice president for

government relations, while a small liberal arts college will, unlikely, have even a full time person working on government matters. Naturally, the president's role will include direct contact with congressional representatives, local legislators, the mayor, and the governor (Kennedy, 1986). These agencies need recurring cultivation of friendship and goodwill.

Paisley (1981) discusses the development of government relations programs over time. At first, these were reactive in nature and the "metaphor was war." More recently, institutions have adopted a proactive approach and now, the "metaphor is negotiation." In this manner, higher education is able to shape policy before the various levels of government act (Berte & Morse, 1985).

There is, however, need for colleges and universities to be vigilant against inappropriate intrusions by government. Newman (1987) comments that these encroachments usually take the form of bureaucratic, political, or ideological attempts by government to interfere in the operation of academe. Bok (1982) recognizes the critical need to find a compromise between public needs and the private interests of higher education. Only in this way can government and institutions of higher education work in harmony for the good of all society.

The primary purpose of government relations in a

collegiate setting is to develop mutually supportive
relationships between the institution and the various
branches of government. More specifically, Claire (1975)
suggests that the task of government relations is to:
(1) understand the policies and structures of state and
federal funding; (2) comprehend the many government
programs and how to submit proposals for funding; and
(3) pursue programs pertinent to the needs of the
institution.

Government relations personnel face intense
competition for state and federal monies. Whereas in
1950, the states contributed $490 million to the operating
incomes of public institutions of higher education, by
1980 this amount had increased to $17.6 billion annually
(The Carnegie Foundation for the Advancement of Teaching,
1982). In fiscal year 1985, federal spending for both
public and private higher education totaled $22 billion in
support of student financial aid and research and
development (Gladieux & Lewis, 1987).

Despite the Reagan stance of regulatory relief
("getting the government off the backs of the American
people"), the continued involvement of state and federal
government is assured (Gladieux & Lewis, 1987). Even so,
this need not be a negative posture. There is
considerable merit in regarding state and federal
involvement as a constructive force. Newman (1987)

propounds that, left totally to its own, higher education will evolve toward self-interest rather than public interest.

The issues of accountability and autonomy will always be integral parts of a government relations role on any college or university campus. In essence, government relations is a communications process (Kennedy, 1986). The president is normally the principal spokesperson, but all contacts with government should be coordinated through the government relations office.

Publications

With over 3,000 institutions of higher education competing in a diminishing marketplace, college publications is coming to the forefront of the advancement effort. Bennett (1986) emphasizes the publications function and the need to fund and staff this area adequately. Wilmer (1987) describes a well-planned and coordinated collegiate publications program as a primary means of promoting an understanding of a college before its external publics. In reality, the publications office serves all elements of institutional advancement.

A college has many mediums through which it can communicate to its publics. Undoubtedly, the most persuasive is the print media. The purpose of a publications program is to communicate "to the institution's various publics through printed pieces that

convey a cohesive, coherent image in words, design, and photography" (Bennett, 1986, p. 532).

Typically, the main print publications of a college will include brochures, newsletters, facts sheets, campus newspapers, alumni magazines, and direct mail. Grunig and Hunt (1984) refer to these publications as the "controlled media" (p. 447). This means, the publications office has specific objectives in mind for each of these publications. There is no need to compromise the intent of the message as is often necessary with the news media such as newspapers and television (or, the "uncontrolled media"). When brochures, or similar "controlled" publications, reach an aware or active public, they can be anticipated to affect the cognition of the recipients, and sometimes even attitudes and behaviors (Grunig & Hunt, 1984).

Generally, elaborate, four-color brochures constitute the main advertizing tool in recruiting future students. The publications office can benefit by devising an advertizing strategy in harmony with the institutional advancement thrust of the college (DeFazio, 1988). It is well to remember that all publications reflect some similitude of the institution. The literature of higher education abounds in the real and perceived notions of institutional image building (Astin, 1985; Palmer, 1987; Justiz, Schwab & Kameen, 1986). Therefore, it becomes

imperative for the publications office to act as a central clearing house for all major publications.

Most colleges and universities publish at least one newsletter (and/or magazine) for faculty and support staff and certain intimate external supporters. Larger institutions will have separate publications for faculty and support staff; thus, reducing the danger of becoming preoccupied with faculty concerns at the expense of support staff morale (Newfarmer, 1986). A newsletter usually has two well-defined roles: (1) to present special information to this particular audience; and (2) to positively garner support for the institution from this same audience (Grunig & Hunt, 1984). While newsletters enjoy high readership, these same publications have traditionally been reactive in nature (Newfarmer, 1986). There is a need for "internal" publications to do more than merely report events. Preferably, they should reveal the connection between events and also, analyze their significance. Concisely, this calls for proactive communication.

The alumni publication is among the most important of all institutional publications. It is not a general interest magazine. There should always be something special about it; "rather like the perfume your mother always wore" (Hancock, 1986). Alumni are busy people and there must be some compelling reason to read the alumni

publication issue after issue.

The production of college or university publications includes all the steps from a manuscript and design concept into a finished publication. These steps are involved and costly. To ensure a professional outcome, many institutions, depending on size and printing facilities, utilize outside typesetting and printing assistance.

The print media is a powerful tool for communicating about the college or university to the largest audience at the most efficient cost per person (Gillespie, 1986). It is implicit testimony that the institution considers each reader a valuable part of its continued operation.

The Institutional Advancement Model for the Small College

This final segment of the review of the literature proposes a philosophy and structure of institutional advancement suitable for the small liberal arts college.

While Clugston (1981) recognizes that institutional advancement has been regarded as a management concept, he also conceives it to be a leadership concept. A college has the fundamental choice of implementing an institutional advancement program based on either a management or a leadership style. The leadership model is the one advocated in this prescriptive section.

Leadership is difficult to define. In a small college, it is partly embodied in the person of the

president, but never entirely. Similarly, it is "partly a presence and partly a synthesis of ideas and vision" (Clugston, 1981, p. 6). On campus, the visible home for the leadership thrust is found in the institutional advancement suite.

In order to operate effectively and efficiently, the whole institutional advancement function should be located in a central place. This means the chief institutional advancement officer (not the president) and the functions of alumni, fund raising, institutional relations, government relations, and publications should share a common office facility. Emanating from this segment of the campus comes a sense of leadership and vision for the entire college.

The institutional advancement office is composed of people who are diverse and dissimilar in many ways. All must be competent at their appointed tasks and need to be known as professionals. The chief institutional advancement officer has the responsibility to create a special cultural network throughout the advancement suite (Berger, 1986). The management literature in the past several years has emphasized the importance of shared values, or corporate culture, as a performance factor (Peters & Waterman, 1982).

Indeed, the institutional advancement program committed to a leadership style elevates the human

development factor above that of mere performance. Greenleaf (1977) suggests the "servant leadership" notion as the only "true" form of leadership suitable for an enlightened organization. Various theorists of organizational behavior have shown the importance of modifying organizational structure. This provides for cohesiveness and allow individuals the freedom to realize personal potential while achieving organizational goals (Argyris, 1970; Blake & Mouton, 1964; and Likert, 1967).

In this manner, the leadership-based institutional advancement model encourages "mission articulation, goal setting, supervision, planned professional development, team interactions and activities, and evaluation" (Clugston, 1981, p. 13). The end result is a high level of vision, trust, and commitment demonstrated by the advancement personnel toward the college. In times of adversity, a small college with this degree of organizational structure and personnel commitment can implement change more rapidly than larger and more complex institutions (Tuckman & Arcady, 1985).

The structure of a leadership-based institutional advancement model does not limit leadership to the boundaries of the institutional advancement office. It is flexible enough to include virtually all in the college who have conceptual thinking responsibilities.

Clugston (1981) proposes a leadership-based

structural model of institutional advancement for the

small college. His model utilizes two circles. The

smaller circle corresponds to the institutional

advancement office (the home of leadership on campus).

The larger circle encompasses those who are outside the

immediate advancement process. This includes the

president, the trustees, the faculty, and others.
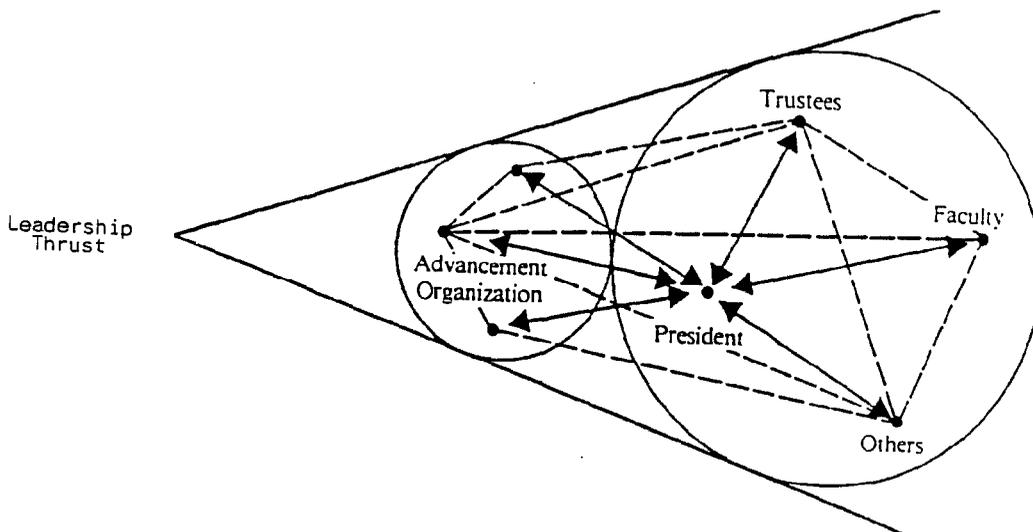
Figure 1. Relationships Required for Building a
          Leadership-Based Advancement Organization
          (Clugston, 1981)

Interaction between the two circles is necessary and

interdependent. The boundary between each circle is

simultaneously firm enough to preserve its identity and

yet, permeable enough to permit transactions with each

other" (p. 9).

The president becomes the focal point of this model.

While located in the larger circle, the president can

permeate both circles and "maintain an obligation to both without being bound to either" (p. 9). The president's involvement, yet detachment, permits conceptual and creative thinking; two vital factors to be retained by the president when planning and decision making are necessary.

As the trustees, faculty, and other campus and community groups interact and exchange information between circles a sense of community is established. The permeable boundaries permit decision making on a nonhierarchical, shared power arrangement. The level of involvement by these various groups is increased significantly and produces cooperation and development.

In the smaller circle, the chief institutional advancement officer functions as the coordinating leader. Each institutional advancement element operates as part of a whole. As each element interfaces with the other, unique professional and leadership forums can be utilized for "conceptualizing, planning, managing, and implementing functions" (p. 10).

This model does not intend to suggest, or recommend, the number of personnel necessary for an institutional advancement program on a small liberal arts college campus. Each campus has unique and individual needs, strengths, and constraints. It should be recognized, however, that even a small college of 500 students has a need for a full advancement program exercising all six of

the elements under the institutional advancement umbrella. This means the employment of, at least, six persons with professional skills in these areas, and adequate support staff.

Based on a sound philosophical and organizational structure, similar to the Clugston model, an institutional advancement program will enhance the present, and provide for the future, of a small college. It will supply the institution with the necessary knowledge and leadership skills to adapt to a changing world. In addition, it will provide a marketing and strategic emphasis to confidently await the arrival of the next century.

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

When a college president attends an alumni chapter meeting two hours away from the home campus, when a director of fund raising receives a hard-earned corporate check in the mail, and when a college secretary answers the telephone pleasantly, institutional advancement is being served. Each is an everyday example of a college or university interpreting itself to its sundry publics.

American higher education is based on the fundamental principle that colleges and universities must live in partnership with the public they serve. From the 1958 Greenbrier conference to the present, the primary goal of institutional advancement, through the Council for the Advancement and Support of Education, has been to promote

public confidence in higher education. Ultimately, much of the success or failure of institutional advancement rests with the individual college or university.

CHAPTER III

METHODOLOGY

Overview of the Study

This study seeks to examine the institutional advancement practice of twelve Seventh-day Adventist colleges and universities in North America. The research focused on the structure of institutional advancement and thereby enabled the exploration of practice and procedure. Thus, it was possible to appreciate the various means whereby each Adventist college advanced its institution before its sundry publics.

From the literature review there emerges a model, or framework, of institutional advancement applicable to small, independent institutions of higher education. This will provide a measure, or standard, by which Adventist colleges and universities can assess their advancement program against a theoretical framework.

The investigation was designed to describe the structure of advancement as currently operating in each of the colleges within the sample group. The research information was obtained from two separate means of data collection. First, a mailed questionnaire requested specific factual information pertinent to each college. The second method included a structured telephone interview with key administrators involved in the practice of institutional advancement on five Adventist college

campuses.

The data analysis provided a summary description of the role of institutional advancement within Adventist higher education. Basic conclusions were be derived from the summary description. In addition, the data analysis suggested certain recommendations for the future.

General Description of Adventist Higher Education

There are twelve Adventist colleges and universities throughout the North American Division (eleven in the United States and one in Canada). They vary in size and purpose, but all are confronting the future in need of larger enrollments, increased revenues, and wider constituency support.

Two institutions, Loma Linda and Andrews, are full universities with doctoral and research programs. Loma Linda University (located in San Bernardino, California) has a medical center and an enrollment approaching 5,000 students. It is the largest and most complex of the twelve Adventist institutions of higher education. Andrews University (located in Berrien Springs, Michigan) is home to the Seventh-day Adventist Seminary and has a student body of around 2,500. Both institutions are regarded as the flag-ship campuses of Adventism in a similar way the University of Maryland, College Park, is considered the pre-eminent institution of the Maryland state system of higher education.

Oakwood College (located in Huntsville, Alabama) is a unique institution which tends to stand alone in Adventist circles. It was founded in 1896 as a black college and, today, has a student body just over 2,000, with fair national recognition, and good support from its constitutency.

Of the remaining nine colleges, all are small liberal arts institutions with one exception. This is the Kettering College of Medical Arts (located in Dayton, Ohio); predominantly a nurse training and allied health facility. In any case, it is closely affiliated with Columbia Union College (located in Takoma Park, Maryland).

Factors such as institutional name, geographic location, year established, enrollment size, annual operating income and expense, and level of endowment funds provide additional information of the twelve institutions. (See Appendix A).

Specific Description of Five Adventist Institutions

General statistical data was be gathered on all twelve colleges and universities, but only five were selected for in-depth interviews. These will be specifically chosen to furnish as wide a range of Adventist colleges as possible. Factors influencing the selection of the five colleges included geographic location, years in existence, enrollment size, and certain financial aspects.

Consequently, the colleges in the sample included:

Atlantic Union College

    Location: South Lancaster, Massachusetts

    Year established: 1882

    Major degree offered: B.A.

    Enrollment (1987): 556

Southern College

    Location: Collegedale, Tennessee

    Year established: 1916

    Major degree offered: B.A.

    Enrollment (1987): 1,075

Southwestern Adventist College

    Location: Keene, Texas

    Year established: 1894

    Major degree offered: B.A.

    Enrollment (1987): 641

Union College

    Location: Lincoln, Nebraska

    Year established: 1891

    Major degree offered: B.A.

    Enrollment (1987): 517

Walla Walla College

    Location: College Park, Washington

    Year established: 1892

    Major degree offered: M.A.

    Enrollment (1987): 1,318

Instrumentation

Following a review of the institutional advancement
literature (in Chapter II) and a critique of the present
state of Adventist higher education (in Chapter I), two
research instruments were designed.

First, a factual questionnaire was drafted and mailed
to the principal advancement officers in all twelve
Adventist colleges and universities. This questionnaire
solicited information pertinent to the present state of
advancement policy and procedure. It seeks to provide a
clear portrayal of "what is"; at the same time, revealing
areas for growth and development. The questionnaire
consisted of 32 items and can be found in Appendix ?.

Essentially the questionnaire was an adaptation of the
instrument utilized by Wesley K. Wilmer's 1981 study. He
surveyed the advancement process as functioning at the 273
member institutions of The Council of Independent Colleges
(CIC). Of the 190 responding institutions, over 56 percent
reported FTE enrollments of fewer than 1,000. In fact,
just over 75 percent had enrollments between 500 and 1,500
FTE students (Wilmer 1981, p. 5). No Adventist colleges
are members of CIC, but they share the common
characteristics of smallness and the need to survive at
a time of diminishing resources. Therefore, while the
initial planning for the questionnaire borrowed from
Wilmer, the final questionnaire bore little resemblance to

the Wilmer (1981) instrument.

Second, a structured telephone interview was employed to gather more qualitative information for the study. Telephone interviews were scheduled with five key institutional advancement personnel from five Adventist institutions. These personnel included the president, the institutional advancement officer, and the directors of fund raising, alumni and public relations. The distance of these five colleges from the Washington area, and the subsequent cost of travel, necessitated the use of the telephone for the interviews.

The application of the interview method was both challenging and intimidating. The challenge was to bring to this study a sense of the real, vibrant, personal world of the advancement process. Intimidation is apparent because the interview method raises the issues of bias, confidentiality and subsequent risk.

Utilizing certain theoretical knowledge of interview methodology greatly enhances the design of the telephone interview. Mishler (1986) has described interviews as "speech events" (p. 35). He advocates a removal of the "dense screen of technical procedures" that have clouded the true nature of the interview technique (p.7). In place, he proposes a return to the original purpose of interviewing as a research approach dedicated to understanding what respondents mean by what they say in

response to questions. In this way, effective interviews depend upon the dexterity of both the researcher and the respondent to express and understand the beliefs, experiences, feelings, and intentions of each other. Mishler refers to this erudition as "ordinary language competence" (p. 7). Thus, the interview method, as a means of discourse, becomes a rich source of data for qualitative research.

It is sometimes difficult to know how much configuration to build into an interview schedule. Lofland (1971) comments on both structured and unstructured interviews. He regards the structured interview as a "legitimate strategy" when the investigator knows "what the important questions are and, more importantly, what the main kind of answers can be" (p. 75). In contrast, the unstructured interview is perceived as a "flexible strategy of discovery... Its object is to carry on a guided conversation and to elicit rich, detailed materials that can be used in qualitative analysis" (p. 76).

The use of relatively unstructured interviews is more likely to result in narratives, or story-telling. In this mode, respondents experience more control. They speak more freely, are permitted to manipulate the flow of conversation, and are encouraged to extend their responses. Cohler (1982) refers to personal narratives as

"the most internally consistent interpretation of presently understood past, experienced present, and anticipated future" (p.207). Furthermore, MacIntyre (1981) believes "stories are lived before they are told—except in the case of fiction" (p. 197).

In this study, the telephone interview instrument aimed primarily at a semi-structured level. The interviewer first asked a structured question and then, probing more deeply, uses open-ended questions in order to obtain more complete and personal data. A draft of the telephone instrument was reviewed by the institutional advancement staff at Columbia Union College. Their comments and suggestions were incorporated into the final version of the instrument.

This part of the study was a qualitative attempt to research the structure of institutional advancement as it is presently functioning within Adventist higher education. It was intended that the in-depth interviews from only five institutions would permit generalization to all twelve institutions. The two instruments were designed to be constructive in their criticism and evaluation of Adventist higher education.

Data Collection

Prior to the mailing of the factual questionnaire, a telephone conversation alerted each advancement office of the forthcoming study. At the same time, it confirmed

that each chief institutional advancement officer would complete the questionnaire. Also, initial contact gave opportunity to check names, titles, and addresses of those persons involved in the later telephone interview.

Included in the questionnaire were cover letters from Mr. Milton Murray, director of the Philanthropic Service for Institutions from the General Conference of Seventh-day Adventists and Dr. Gordon Madgwick, executive secretary of the North American Division Board of Higher Education. (See Appendix D & E).

A reminder telephone call was made three weeks after the mailing of the questionnaire. Two weeks later a second questionnaire with cover letters and a personal note was mailed only to one late respondent. All twelve Adventist colleges and universities completed and returned the mail questionnaire.

The telephone interviews were scheduled to accommodate the timetables of all five Adventist colleges concerned. No interview was conducted until the factual questionnaires had been received from the five interview institutions.

The method of recording the data from the telephone interviews was by the dual process of note taking and tape recording. Note taking had two distinct advantages. It greatly reduced the quantity of data and, therefore, facilitated the final analysis of the interview

information. There were problems with attempts to tape the interviews. The author lives less than one mile from Columbia Union College which operates a radio station, WGTS-FM. Over the week and a half when the in-depth interviews were conducted the weather was inclement. There was consistent radio interference that made the recorded interviews confused and unclear. After three interview calls, further tape recording was abandoned.

Data Analysis

The computation of twelve questionnaires was not considered a sufficiently large number to warrant the use of a computer statistical package. For that reason, the data were tabulated manually. Comparative and interpretative comments were made on each item of the questionnaire, usually following the tabularized presentation. Thus, the analysis of the twelve questionnaires provided greater insight into the combined structure of institutional advancement within Adventist higher education in North America.

The analysis of the telephone interview data was more time-consuming and complex. The notes were dissected in a search for coherent, relevant, and meaningful data relating to the advancement personnel and structure. Attention focused on the various cognitive and linguistic forms of the discourse through which individuals attempted to order, organize and express meaning. In the final

written analysis of the interview data, careful attention

was given to content validity.

CHAPTER IV

The Data

The data collection included both quantitative and qualitative research. The purpose of these two sets of data was to inquire into the structure (i.e., "what is") of institutional advancement on the twelve campuses of Adventist higher education in North America.

Quantitative Data - The Mail Questionnaire

A mail questionnaire, entitled Institutional Advancement Survey, gathered largely quantitative data from all twelve Adventist colleges and universities. The survey was mailed to the chief institutional advancement officer of each institution. This individual completed the questionnaire, sometimes with the assistance of the other advancement personnel. As twelve questionnaires were returned, 100 percent of the population of Adventist institutions of higher education in North America were included in the results. (Not all institutions answered all questions, so N varies on some items).

The data are organized in sections corresponding to the six elements under the institutional advancement umbrella as discussed in a review of the literature: (1) executive management; (2) fund raising; (3) alumni; (4) institutional relations; (5) government relations; and (6) publications. Two additional sections were included: (1) institutional identification; and (2) the Adventist

perspective.

Institutional Identification

In North America, all twelve Adventist colleges and universities can be classified as small institutions of higher education. As Table 1 reveals, one college has an enrollment under 500 FTE students. Five colleges have enrollments between 500 to 1,000 students, and another five, or 42 percent of all Adventist institutions, have between 1,000 to 3,000 FTE students enrolled. Only one institution has an enrollment over 3,000 FTE students.

Table 1

Number of FTE Students (Fall 1987) by Enrollment

Enrollment	N	Percent
Under 500	1	8
500 - 1,000	5	42
1,000 - 3,000	5	42
Above 3,000	1	8

In addition to enrollment figures, further description of these twelve institutions is possible when considering their operating income and expenses for the academic year 1985-86. Table 2 shows the mean operating income and expenses for the Adventist colleges and universities as they are classified according to enrollment size. This table also discloses that, in the four categories by

enrollment size, the institutions have a mean net
operating loss. Indeed, in figures not shown, only one
college had a net operating gain. In the cases of the
other eleven colleges and universities, the net operating
losses are covered by additional church donations
according to denominational policy procedures.

Table 2

**Operating Income and Expense (1985-86) by
Enrollment Size**

Enrollment	N	Mean Operating Income	Mean Operating Expense	Mean Net Results Gain (Loss)
Under 500	1	$ 3,631,000	$ 4,798,000	($ 1,167,000)
500-1,000	5	5,088,000	7,280,000	(2,191,000)
1,000-3,000	5	18,868,000	21,134,000	(2,356,000)
Above 3,000	1	69,988,000	81,017,000	(11,029,000)

The age of a college or university is often an
indication of an institution's stability factor in a
changing market place. Over ninety percent (91.7 percent)
of the institutions are 76 years or older (Table 3). In
fact, three (25 percent) are now over 100 years old and
five are between 90 and 100 years. Only one institution,
Kettering College of Medical Arts, can be classified as
young. It was established in 1967 and is now 22 years
old. Appendix A provides the establishment date of all
twelve institutions.

Table 3

Age of Institution

Years in existence	N	Percent
1 to 25	1	8
26 to 5Ø	Ø	Ø
51 to 75	Ø	Ø
76 to 1ØØ	8	67
Over 1ØØ years	3	25

When considering the overall small number of Adventist colleges and universities the geographical distribution is fairly uniform and from east to west coast. The one college outside the United States is located in Alberta, Canada. Otherwise, the institutions tend to be regionally placed in order to facilitate access by Adventist youth (Table 4). Today, however, regional access is no longer as important a feature as it was in the historical past. Appendix E illustrates the geographical distribution.

Table 4

Geographical Distribution

Region	N
Northeast	2
Southeast	2
Northern midwest (including Canada)	4
Southern midwest	1
Northwest	1
Southwest	2

Executive Management

Similar to many small, church-related institutions, Adventist colleges and universities are only now beginning to realize the advantages of a full institutional advancement program. Amid budget constraints and declining enrollments, it is difficult for presidents to convince boards of trustees of the importance in providing both quality and quantity of personnel in the advancement function.

In all twelve institutions there was one person, as the chief institutional advancement officer, responsible for the executive management of the advancement program. Table 5 unveils the various titles given to these persons. Fifty percent carry the title of vice president for institutional advancement. Only two persons (16 percent) are still assuming the traditional title of director or

vice president for development. While not listed in tabular form, ten chief institutional advancement personnel, or 83.3 percent, were male. Only two women were leading their institution's advancement thrust.

Table 5

Titles of Chief Institutional Advancement Officers

Title	Percent
Director of Development & Alumni	8
Director of Institutional Advancement	8
Executive Director of Advancement	8
Vice President for Development	8
Vice President for Administration	8
Vice President for Development & Alumni	8
Vice President for Institutional Advancement	50

A significant dilemma within the field of institutional advancement is the level of experience of chief advancement personnel and their subsequent years of stay with an institution. Table 6 denotes that 50 percent of chief institutional advancement officers on all twelve Adventist campuses have been employed in some capacity for six years or more. However, only three persons (25 percent) had been at the same institution for six years or more, and in charge of the advancement program of that same institution. An alarming 50 percent of chief

advancement personnel have been in their position no more than two years. Also from Table 6, it was encouraging to note that 64 percent of chief advancement officers have had six or more years experience in the field of institutional advancement, not necessarily within the Seventh-day Adventist system of higher education. This suggests that a majority of chief advancement officers now in Adventist colleges and universities have adequate understanding of, and adequate experience in, the field of institutional advancement.

Table 6

Experience of Chief Institutional Advancement Officers

Years	With Institution (percent)	In Position (percent)	Experience in Field (percent)
0-2	17	50	8
3-5	33	25	25
6-10	17	25	42
11-15	33	0	8
16-20	0	0	8
21-30	0	0	8

Table 7 indicates the age range of the chief institutional advancement officers. Over 80 percent are 41 years and above. Only two persons, or 16 percent, are under 40 years of age.

Table 7

Age of Chief Institutional Advancement Officers

Age	Percent
22-30	8
31-40	8
41-50	50
51 and above	33

Six chief advancement officers, or 50 percent, have
attained their doctoral degree (Table 8). Of the three
persons with a master's degree, two are 51 years and
above. Similarly, two of the three persons with a
bachelor's degree are also 51 years and above. This would
suggest that, from the present group of chief
institutional advancement officers, the degree status of
these persons will not change significantly in the
immediate future.

Table 8

Degree Qualifications of Chief Institutional Advancement Officers

Degree	Percent
Bachelor's	25
Master's	25
Doctorate	50

Table 9 indicates the institutional advancement

functions that are under the direct management of the
chief institutional advancement officer. Only two
institutions have all functions listed in the table as
appearing under the supervision of the advancement office.
Both institutions are at opposite ends of the enrollment
spectrum; under 500 FTE students and above 3,000 FTE
students. This suggests that in a small college setting
most of these functions derive from the same office, if
not one or two persons. Secondly, it suggests in the
larger institution that all the advancement functions fall
under the umbrella of the chief advancement officer. In
the other ten institutions, it would appear that the
institutional advancement functions are not clearly
delineated. Perhaps the advancement concept is still
emerging on these campuses amid territorial struggles from
the days when alumni, development and public relations
were separate entities in their own right.

Also from Table 9, ten institutions (83 percent) listed
additional functions under the category "others." Among
these functions directly managed by the chief advancement
officers are admissions marketing, enrollment management,
media productions, publications, special events, and
summer utilization of facilities.

Table 9

Institutional Advancement Functions Under the Direct
Management of Chief Institutional Advancement
Officers by Enrollment

Function	Under 500 N=1	500 to 1,000 N=5	1,000 to 3,000 N=5	Above 3,000 N=1
Alumni Affairs	100	60	80	100
Annual Fund	100	60	80	100
Capital Campaign	100	60	80	100
Corp./Foundation Solicitation	100	60	60	100
Financial Aid	100	20	20	-
Government Relations	100	20	20	-
Parent Programs	-	20	20	-
Planned Gifts	100	60	100	100
Prospect Research	100	60	80	100
Public Relations	100	80	20	100
Others	-	100	80	100

The data revealed that all twelve chief institutional
advancement officers were fully involved in the
management, policy, and planning processes of their
institutions (Table 10). This degree of involvement is a
strong indication of the importance of advancement
personnel to the future success of the institution.

Table 10

Involvement of Chief Institutional Advancement Officer
in College Management, Policy, and Planning

Level	N	Percent
President's cabinet	12	100
Campus long-range planning	12	100
Campus budget development & allocation	11	92
Other institutional policy	11	92

A college or university's philosophy, or mission statement, has significant bearing on its institutional advancement program. Table 11 verifies that, in all twelve Adventist institutions, the mission statement has been reviewed by the college administration in the past five years. In 92 percent of the institutions the same review has been achieved by both the faculty and the board of trustees. The review has been less frequent by regional and Adventist accrediting bodies.

Table 11

Mission Statement Review Over Five Years

Review Body	N	Percent
Regional accreditation	8	67
Adventist accreditation	7	58
Board of trustees	11	92
Faculty committee	11	92
College administration	12	100

Emanating from the mission statement, the specific objectives of the institutional advancement office make possible sound planning and effective programs. Table 12 indicates that nine, or 75 percent, of Adventist colleges and universities have written objectives. Only 58 percent revise these objectives annually and 50 percent are used as a basis for evaluation. Three colleges (25 percent) have presented the objectives of their advancement programs before the board of trustees. In addition, three institutions described "other" uses of their program objectives. These included deriving job descriptions for each institutional advancement professional and clerical worker and providing all volunteer committees with the objectives of the advancement office. Surely, the determination of institutional advancement goals and objectives is a vital part of executive management.

Table 12

Objectives of Institutional Advancement Programs

Objectives	N	Percent
Written statement of objectives	9	75
Revised annually	7	58
Used as a basis for evaluation	6	50
Presented before board of trustees	3	25
Other	3	25

The final survey question was qualitative by design. It asked each chief advancement officer to list, in priority order, three things needed to improve the effectiveness of his/her institutional advancement program. As anticipated the twelve responses were multifarious. They ranged from the almost flippant wish of "more millionaires on the Board" to the need of more office space. Eight respondents (67 percent) listed additional personnel as one of the three needs. Some of these personnel were needed in the areas of major gifts and prospect research. Another three persons commented on the need of larger budgets for travel, better publications, additional professional and clerical personnel, and technical equipment. Only one respondent listed a long range master plan as an important need for the institution's advancement program.

Fund Raising

All colleges and universities, public and private are
in competition for the philanthropic dollar. Adventist
institutions are no exception. Written fund raising goals
are among the different strategies suggested to increase
the total amount of money raised. Table 13 makes clear
that the written goal most pressing in Adventist
institutions (92 percent) is to increase the total amount
of gift income. To attract new donors and to increase the
size of the donor's gifts were the next two written goals
emphasized (83 percent). One institution volunteered that
it had no written fund raising goals. The questionnaire
did not provide for this possibility.

Table 13

Written Fund Raising Goals for 1987-88

Goal	N	Percent
To attract new donors	1Ø	83
To increase size of donor's gifts	1Ø	83
In increase frequency of donor's gifts	5	42
To renew lapsed donors	7	58
To increase total amount of gift income	11	92
Other goals	3	25

Most solicitation of major donors ($1,ØØØ and over) was
accomplished by face-to-face contact. Of the Adventist

institutions, ten presidents (83 percent) solicited less than 33 percent of the major donors. One president solicited between 33 to 66 percent of all major donors and another president did not participate in major donor solicitation. Trustees and alumni of the twelve institutions canvassed equal amounts. The data revealed that the fund raising (or advancement office) staff were the most active in appealing to major donors, making 33.4 percent of all calls. Table 14 displays the distribution of face-to-face solicitations by the different caller groups. It divides the reported distribution of calls into thirds for each caller group.

Table 14

Solicitation of Major Donors ($1,000 and over)

Solicitor	N	Percent
President		
less than 33	10	83
33-66	1	8
more than 66	0	0
Trustees		
less than 33	6	50
33-66	1	8
more than 66	0	0
Staff		
less than 33	2	17
33-66	5	42
more than 66	5	42
Alumni		
less than 33	6	50
33-66	1	8
more than 66	0	0
Others		
less than 33	4	33
33-66	0	0
more than 66	0	0

Table 15 indicates that 51.8 percent of all planned gifts are solicited by the fund raising (or advancement office) staff. Three institutions (25 percent) use consultants for soliciting planned gifts in annuities and trusts. In every type of planned gift (annuities, bequests, insurance, trusts, and "other deferred gifts"), at least two institutions (17 percent) had no method of solicitation. This lack is partially explained by the church involvement in planned gifts at other levels of

denominational organization.

Table 15

Solicitation Method of Planned Gifts (by percent)

Gift Type	Staff N	%	Consultant N	%	None N	%
Annuities	8	67	3	25	2	17
Bequests/ wills	8	67	2	17	2	17
Insurance	4	33	2	17	6	50
Trusts	9	75	3	25	2	17
Other deferred gifts	9	17	0	0	2	17

The annual fund is the major fund raising effort to generate unrestricted monies on Adventist campuses. It is dependent on an effective communications process and a direct mailing list, usually originating from the alumni office. The phonathon is the focal point of the annual fund. Table 16 outlines the range of phonathon income according to enrollment size. The one college with enrollment under 500 FTE students did not complete this section and, therefore, it appears blank in the table. Collection of phonathon monies is high ranging from 80 percent to 98 percent for the one institution with enrollment 3,000 and above. This same university conducts a total of twelve phonathons per year, while all other institutions operate between 1 and 1.2.

Table 16

Phonathon Income by Enrollment Size (FTE)

| Enrollment | Range | | Mean Collection | Average # |
	Low	High	percent	per year
Under 500	-	-	-	-
500-1,000	44,000	90,000	87	1
1,000-3,000	70,000	300,000	80	1.2
Over 3,000	1,000,000		98	12

Table 17 reveals the average restricted gift income by enrollment over five academic years from 1983-84 to 1987-88.

Table 17

Average Restricted Gift Income by Enrollment Size (FTE)

Year	Under 500 N=1	500 to 1,000 N=5	1,000 to 3,000 N=5	Above 3,000 N=1
1987-88	$140,000	$318,000	$ 951,000	$7,015,000
1986-87	209,000	305,000	939,000	7,094,000
1985-86	435,000	293,000	1,067,000	6,773,000
1984-85	532,000	282,000	553,000	-
1983-84	400,000	195,000	432,000	-

Similarly, Table 18 provides an understanding of the average unrestricted gift income by enrollment size for the same academic years.

Table 18

Average Unrestricted Gift Income by Enrollment Size (FTE)

Year	Under 500 N=1	500 to 1,000 N=5	1,000 to 3,000 N=5	Above 3,000 N=1
1987-88	$112,000	$562,000	$291,000	-
1986-87	105,000	568,000	246,000	-
1985-86	125,000	402,000	185,000	-
1984-85	75,000	531,000	182,000	-
1983-84	400,000	513,000	169,000	-

An important management tool to assess fund raising efficiency is to determine how much it costs to raise a dollar. Early inquires prior to the mailing of the questionnaire to all Adventist institutions revealed that a question seeking the exact cost to raise one dollar would not produce accurate figures. Therefore, Table 19 points out that nine (75 percent) institutions endeavour to calculate the ratio of income generated to the cost incurred of the annual fund. Five colleges and universities attempt to calculate the same ratio for planned gifts, while seven (58 percent) do likewise for capital gifts.

Table 19

Calculation of Ratio of Income Generated to Cost Incurred

Activity	N	Percent
Annual fund	9	75
Planned gifts	5	42
Capital gifts	7	58

Data obtained on capital campaigns were diverse and, in some cases, not overly helpful in understanding the time sequence, goals, and purposes of the various institution's campaigns. Only four institutions gave evidence of both recent capital campaigns and plans for future campaigns. Ten institutions, however, indicated that they either had capital campaigns in progress or were planning these for the near future. One college declared that it had no capital campaign in the past ten years. The main item on the agenda of most capital campaigns until the mid-eighties was "buildings." Now, there is a decided swing towards endowments and scholarships.

Much of the fund raising success of any college or university depends on the support received from alumni and friends who are active donors. It is important that mailing lists differentiate between active and non-active donors. Table 20 shows the percentage of active donors by mailing list size. The range is from 28 to 40 percent with the average being 37 percent. There is no

significant correlation between list size and active donors.

Table 20

Active Donors on Mailing List

List size	Percent of Active Donors
0 - 5,000	40
5,001 - 10,000	37
10,000 - 15,000	37
15,001 - 20,000	28

In responding to the general question on strategies to attract new donors, all twelve institutions gave a variety of different suggestions. The one consistent stratagem was the need for more research budget and personnel. Another repeated suggestion was to have the institutions more visible and involved in the numerous activities sponsored by regional church bodies; such as camp meetings, youth rallies, and other special events. This, in turn, will generate institutional recognition and goodwill and, thereby, increase the potential of the church constituency to "feel good about the college." Three colleges recognized the need to simply contact more people and enlarge the donor base. Only one institution expressed the desire to involve the non-Adventist community in plans to engage more donors.

Responses to gift acknowledgement revealed no clear

pattern by any institution either by size of donation or time lapse to acknowledge the gift. Only one institution had a firm policy of acknowledging all gifts on the same day. Seven institutions (58 percent) acknowledge all gifts (under $500, $500 to $1,000, and over $1,000) within three days, while four (33 percent) require four to six days. One college takes five days to acknowledge gifts under $500 and $500 to $1,000, but fourteen days for the president to respond to a gift over $1,000! Gifts under $500 and $500 to $1,000 are typically acknowledged by personnel from the institutional advancement office. In nine institutions (75 percent), the president personally acknowledges gifts over $1,000.

Alumni

Alumni associations are the quintessential component of Adventist advancement programs. Loyal alumni support their colleges by enrolling their children, giving of their financial means, and promoting goodwill for their alma maters.

Each Adventist college and university possesses its own unique and special characteristics. This also applies to the twelve alumni associations. Table 21 reveals some of these distinctive tasks.

Providing special programs for alumni ranks as the most common function of all alumni offices (92 percent). Eight (67 percent) alumni associations manage the annual fund.

Publishing an alumni magazine and providing fund raising volunteers shared functions by 75 percent of Adventist institutions. Examples of other functons of the alumni associations include managing alumni chapters, working with class agents, and coordinating specific alumni committees like the Committee of 100.

Table 21

Major Functions of Alumni Associations

Functions	N	Percent
Manages annual fund	8	67
Provides fund raising volunteers	9	75
Publishes alumni magazine	9	75
Special programs for alumni	11	92
Other	2	17

Table 22 shows, by enrollment size, the range and mean (where applicable) of professional staff working in the alumni office. The range is .3 to 4 FTE.

Table 22

Alumni Professional Staff by Enrollment Size (FTE)

Enrollment	Range Low	High	Mean
Under 500	.3		–
500 - 1,000	.3	1	0.5
1,000 - 3,000	.5	1	0.8
Over 3,000	4		–

The ranges and size of clerical staff are similar to those for professional staff. Table 23 reveals the range from 0 to 6 FTE clerical staff.

Table 23

Alumni Clerical Staff by Enrollment Size (FTE)

Enrollment	Range Low	High	Mean
Under 500	.5		–
500 - 1,000	0	1.5	0.6
1,000 - 3,000	1	1	1.0
Over 3,000	6		–

Adventist colleges and universities are endeavoring to increase the participation level of their alumni. Table 24 indicates the mean percent of the active alumni donors according to the alumni and friends mailing list size. The lowest percent of active donors was reported as 18

percent, and the highest mean percent was 43. There is no correlation between list size and the percentage of active alumni donors. In addition, Table 24 reveals that the mean average mailings per year was 4.8 for all the alumni associations.

Table 24

Active Donors and Mailings per Year According to Alumni/Friend Mailing List Size

List Size	Mean Percent of Active Donors	Average Mailings/Year
0 - 5,000	18	5
5,001 - 10,000	35	5
10,001 - 15,000	43	3
15,001 - 20,000	24	2
20,001 - 25,000	27	4

On all twelve campuses the alumni office utilized volunteers more than other institutional advancement functions. The roles assumed by these alumni volunteers was broad. Most were involved in fund raising activities or special events, like homecoming weekend. Others assisted in recruitment and public relations ventures.

Institutional Relations

The qualitative data from the telephone interviews explores in more depth the role of institutional relations on Adventist campuses. The mail questionnaire to all twelve institutions focused more on institutional image.

The object was to pursue the idea of how the advancement office regarded the image of the institution. Moreover, if the image is in need of modification, it is important to understand who is responsible for this change.

How the internal and external publics perceive the institution often determines the level of support for that institution. Therefore, a vital task of the institutional relations office is monitoring this image. Of the twelve Adventist colleges and universities surveyed, 83 percent stated that the image of their institution needs communicating more clearly (Table 25). Two (17 percent) institutions expressed satisfaction that the image of the institution was accurately perceived by donors. Only one (8 percent) respondent believed the institution presented a clear and consistent image.

Table 25

Self-evaluation of Institutional Image

Image Category	Percent
Clear and consistent	8
Accurately perceived by donors	17
Needs communicating more clearly	83

Nine (75 percent) institutions declared that any modification of the institution's image should be the joint responsibility of the president, the board of

trustees, and the advancement office (Table 26). Two institutions regarded any change in the institution's image to be the duty of either the board or the advancement office. Only one response suggested the active involvement of faculty and alumni.

Table 26

Responsibility for Image Modification

Category	Percent
President	0
Board of Trustees	8
Advancement office	8
President, board, and advancement office	75
Other	8

Table 27 considers the goals of the institutional relations office. Twelve (100 percent) institutions rate building goodwill and attracting students as top priorities in their public relations thrust. Motivating prospective donors was stated as high by 67 percent of institutions, while informing the public of faculty and student achievements was rated least highly.

Table 27

Rating of Institutional Relations Goals

Goals	Low	Percent Medium	High
Build goodwill for college	0	0	100
Motivate prospective donors	0	33	67
Inform public of students & faculty achievements	0	50	50
Enhance college reputation & attract students	0	0	100

Government Relations

The data confirmed the historical Adventist position of not overly seeking state or federal funding. Only one institution, a black college in the south, had a full-time professional attending to government relations. No institution listed any clerical staff working on government matters. The largest Adventist university, with a full medical program, stated that it was about to employ a professional to care for government relations. This same institution had just received nearly $20 million of federal grant money for medical research.

In all other Adventist institutions, the survey indicated that government funding was either in the form of Title II or Title III funding or student financial aid.

The major inquiry on the survey concerning government relations encouraged a qualitative response. One

institution responded: "We tread softly here. The
president, board, and other leaders believe with
government dollars goes government control." Three
institutions declared that they were either not eligible
for government funding or do not use government monies.
One institution stated that use of government funding
would be compromising the mission of Adventist higher
education.

Publications

The survey did not focus on all aspects of the
publications function. More attention was given to this
area in the telephone interviews. Data, however, was
collected on the personnel, both professional and
clerical, working on campus publications. It was the mid-
size colleges, with enrollments between 500 and 1,000
students, who employed most personnel to work on college
publications. These institutions had a mean of .8 for
professional staff and .2 for clerical work. Only two (33
percent) of the larger institutions employed personnel for
publications purposes. Another two colleges stated their
intention to add both professional and clerical
publications staff in the near future.

The Adventist Perspective

Two specific questions in the survey converged on the
problems and advantages in operating institutional
advancement programs as Adventist institutions. Most

responses were lengthy and of a personal nature by the chief institutional advancement officer.

The central problem expressed by the majority of respondents was the restrictions Adventist religious beliefs impose on fund raising, in particular, and/or other advancement elements. One college is located near extensive wineries willing to contribute to the school. The Adventist stand on alcohol prohibits the acceptance of philanthropic gifts from such sources. This same problem was extended to other societal and community activities. The Sabbath hours, from sundown Friday to sundown on Saturday, clearly inhibit many typical advancement activities. While these aspects, and others, were stated as problems, no respondents suggested the need to compromise Adventist lifestyle principles. The chief institutional advancement officers merely recognized certain denominational beliefs as obstacles to maximizing the advancement effort.

One respondent claimed that Adventists have been isolationists for too long. Now, endeavoring to emerge from this position, Adventist institutions often find that the corporate community looks askance at Adventist solicitation for funding. Another advancement officer commented that Adventist colleges and universities have developed an inferiority complex which will only be overcome as "these institutions plan to work in harmony

with community needs."

Five persons mentioned internal problems within the church structure itself. Among these is the traditional practice of not including non-Adventist persons on boards of trustees. This situation prevents the involvement of both wealthy and influential individuals from the wider community. One chief advancement officer proclaimed this wont "denies ourselves financial support that is available to other colleges."

A conundrum common to many institutions, public and private, is the lack of appreciation for the institutional advancement function on a college campus. Subsequently, this results in inadequate staff and funding to make the operation fully viable. One respondent said, "Adventist institutions don't understand that institutional advancement needs appropriate staff and funding to succeed."

Ten (83 percent) chief institutional advancement officers cited the main advantage in operating an advancement program as an Adventist institution was the traditional generous giving practice of the church constituency. Several recognized, however, that church members were committed contributors to their local church but not as committed in giving to other church entities. Three respondents identified the clear, distinctive mission (or philosophy) of Adventist higher education as a

positive strength to the advancement effort. Another
three persons acknowledged God and divine blessings as the
reasons for success in their programs.

These two questions highlighted some of the unique
aspects of an Adventist institutional advancement program.
The second set of data explores this notion further.

Qualitative Data - The Telephone Interview

A telephone interview with five (42 percent) of the
twelve Adventist colleges and universities gathered
qualitative research data from five key institutional
advancement persons on each campus. The intention of the
telephone interview was to move beyond the limitations of
a mailed questionnaire. Through direct and personal
contact, the interviewees were asked to orally express
honest and candid information about institutional
advancement in their collegiate setting.

The persons interviewed included: (1) the president;
(2) the chief institutional advancement officer; (3) the
director of alumni; (4) the director of public relations;
and (5) the director of fund raising (or development). In
several cases, one person assumed two of the advancement
functions; such as chief advancement officer and director
of development.

Interviews with Five College Presidents

All five college presidents were enthusiastic and keen
to talk about institutional advancement on their campuses.

They sounded presidential and spoke with global terms about their college programs.

One president described the encompassing nature of institutional advancement. He said:

It permeates the whole institution. Today, fund raising is vital and advancement is about institutional image which must be sold to the public at large-- prospective students, parents, alumni, church, and corporations.

For most Adventist institutions the notion of institutional advancement has been known for no more than ten years. Another president credited the use of advancement techniques with the revitalization of his college:

I recognized the potential of an advancement program early in my term of office. Enrollment had plunged in the year before I arrived. I saw it important to appoint a vice president for advancement. We also organized development, public relations, alumni, and recruitment. In three years enrollment went from 300 to 650 students.

When asked to suggest areas of improvement to the existing advancement program, one president echoed the words of most when he said:

We need more flexibility, more trained personnel who really understand advancement work. Too often alumni

is hot one moment and next it will be a capital

campaign.   I want advancement people who will make

several things happen at the same time.

In considering change to a college's institutional

advancement efforts, one president emphasized the

importance of long range strategic planning.   A president

who had already expressed frustrations with the competence

of some advancement personnel commented:

There comes the time when you realize that some

personnel must go.   I need people who will work for the

college and not just do what pleases themselves.

Time (and the level of enjoyment) given to the six

functional areas of institutional advancement varied

according to each president.   Most spent between five to

ten percent of their time on executive management; all

expressed high levels of job satisfaction.   While fund

raising consistently occupied close to ten percent of all

presidents' time, collectively they only expressed

moderate enjoyment in this type of work.   There was one

exception and this president declared:

I'm this way by nature.   Each year I spend one week

both in Detroit and New York fund raising.   Most

weekends I am promoting the college and this means

raising money as well.

Involvement with alumni and their activities was

pleasurable but only one president felt that it occupied

as much as 25 percent of his time. Mostly presidents
participated in activities arranged by both the alumni and
development offices. No president gave significant
amounts of time to the area of government relations.
Several presidents commented, however, that they assumed a
leadership role when state or federal matters arose on
campus. The area of publications made little impact on
the presidents' time. The response was different for
institutional relations. Involvement and levels of
enjoyment were noticeably high for all five presidents.
One president commented that much of his involvement with
the internal and external publics of his institution had
little connection with the institutional advancement
program. "Was this wrong?" he queried. Another president
stated that institutional relations consumed the "lion's
share" of his time and energy.

The five presidents were eager to discuss the selling
points, or unique qualities, of their respective colleges.
Obviously, they are called upon to do this frequently.
Specific academic programs, like a school of engineering
in one college, automatically attracted students to those
institutions. Geographical location and climate were
other favorable factors mentioned. Even the traditional
conservatism of a college was regarded as an important
marketable feature to be maintained. The president of
such a college put it this way:

This college has a tradition of being conservative. This is reflected in dress standards, workshop requirements, and a basic approach to theology. These things are always relative. Lifestyles and backgrounds at this school are different to those in southern California. Cultural differences are important and we capitalize on them.

In commenting on the least attractive aspect of their college (or its program), four presidents spoke about climatic conditions or geographic isolation. One president said:

We are 250 miles away from big cities like _____ and _____. We live in a pleasant setting but not all students are attracted to this much isolation. Also we limit ourselves with corporations and foundations.

The fifth president was wrestling with a regional economic recession. He lamented:

We are suffering badly from the oil problem. Local union [conference] churches lack youth. Families are leaving this region to look for better jobs. Enrollment is down and it is affecting the whole college program.

A similar question was asked the presidents as had been asked the chief advancement officers in the mail questionnaire: what impact does being an Adventist college have on your institutional advancement program? One

interviewee concentrated on finances:

> We have no endowments--in any of our institutions. We
> expected the Lord to be here by now and so we didn't
> bother setting funds aside for the future. Also, our
> strong sectarian flavor keeps us from success with
> foundations and the business world.

As private church-related institutions, most Adventist
colleges look inwardly to the church constituency for
financial entities competing for the same restricted
church dollar. One president said:

> I feel the church constituency is ready for college
> advancement programs, but I'm not sure some conference
> presidents would agree. They feel the college is in
> conflict with the conference over raising money. We
> are competition.

Another president spoke positively about being an
Adventist college with an institutional advancement
component. He commented:

> In the _____, we have a significant number of
> Adventist families who are well-established in the
> church and the business world. These people are who
> and where they are because of this college. They have
> made their mark on society and now they return to this
> school according to the way God has blessed them.

Most college presidents did not anticipate much change
in their institution's mission statement over the next

five years. In essence, Adventist colleges would remain institutions for the church constituency. Only one president suggested the need to consider a broadening of the college's mission statement. With some caution, he said:

> Yes, I see the possibility of the door opening wider. More than half the Adventist students are not attending an Adventist college. I would prefer to see our colleges full than half empty.

The five presidents were in agreement with the institutional advancement plans for their own campuses over the next five years. These focused on capital campaigns and endowments and scholarships. Two colleges will celebrate their centennial over this period.

The final interview question asked the presidents to indicate the personal qualities they feel important when selecting a new chief institutional advancement officer. Their responses emphasized personable and organizational skills. Advancement officers need to be visionaries with the ability to inspire confidence of people. One president summarized the institutional advancement officer for an Adventist college in these words:

> This person should have a good track record in the advancement field. The ability to write and communicate effectively is very important. This person must have a good personality and be able to project a

wholesome image. And, for our colleges, this person
must be committed to the Adventist mission.

Interviews with Five Chief Advancement Officers

Even though the chief advancement officers had already
completed the mail questionnaire, the telephone interview
with five of these same persons, permitted an opportunity
for more personal data on different aspects of
institutional advancement.

The first question purposefully focused on the link
between the institution's mission statement and the basic
philosophy of the respective institutional advancement
program. One response illustrated a theme common to four
of the five replies. This person commented:

It gives a lot of direction. The mission statement

provides philosophical and institutional identity. It

defines the college's relationship to its constituents

and it gives direction for admissions and promotion.

But, the mission statement does not address how we are

to handle the non-Adventists in our community. We must

find ways to broaden our educational purpose.

One chief advancement officer was not as content with
the institution's mission statement, and remarked:

I'm not happy with the mission statement.

Intellectually, it may be beautiful, but it does little

to help our advancement program. So, we wrote our own

mission statement.

The active involvement of a college president is vital to the success of an institutional advancement program. All respondents acknowledged that their presidents were diligent, effective, and vigorous in supporting the advancement enterprise on their respective campuses. A close and natural working relationship between a president and his key advancement manager is desirable. One respondent gave a special tribute to the college president:

My president is a prince and will do anything for advancement. He is hardworking and gets out in the trenches. He doesn't wait for the spotlight. We wouldn't have a program without the president.

When asked what they would like to accomplish over the next five years, three of the chief advancement officers spoke solely about fund raising. They are in the midst of capital and endowment campaigns ranging from $4.7 million to $10.5 million. One comment on fund raising was most pertinent:

For years we have been dabbling in $20-25 gifts. But, you get what you asked for. We needed an advancement plan and now the big amounts are coming in.

The two other chief advancement officers stressed more than just fund raising. One college still lacked a long range strategic master plan and its capital campaign, as a result, was still pending. Both colleges expressed the

need to develop a more positive institutional image in the minds of the respective constituencies.

One question asked the chief advancement officers to what extent they enjoyed their work. The responses were mixed. This was a typical answer:

My enjoyment level is high, but this needs qualifying. This year I was cut back in budget and staff. I teach two classes and I work long hours. It isn't all that easy.

Sometimes campus politics and interpersonal relations interfere in job satisfaction. One chief advancement officer bemoaned:

My enjoyment level is medium. It would be much better, but for the faculty. They have a total lack of appreciation for the advancement office. There is too much back-biting by the faculty and, if it was not for the fantastic administration, I would be gone.

Next, the five chief advancement officers were asked to comment on job security. Only one expressed a sense of high job security. This person asserted:

I have a doctorate and eight years experience in the advancement field. I am certified with NSFRE and am a local chapter president of NSFRE. I have raised $2 million and it cost me $110,000 to do so. I'm not at all worried about my future.

All other respondents felt less secure. One individual

expressed it this way:

> I guess I have as much security as the president. I
> live from year to year, but if the numbers are not
> there! This is not a job for an impatient person. It
> needs long term experience to weather the storm. My
> motto is to keep a resume at the local McDonalds!

All respondents manifested real and worrisome
frustrations on the job. In the main, these centered on
lack of time, budget constraints, and personnel problems.
The chief advancement officers, however, realized the
commonality of similar frustrations in any administrative
position. Rather than be defeated by these besetting
obstacles, the five respondents advocated a philosophical
approach. One comment was typical:

> You learn to live with your frustrations. I have big
> worries because of budget cuts, too few personnel, and
> not enough time. My total staff consists of nine
> adults and 16 students to care for all the areas of
> advancement. And time, there rarely seems to be enough
> hours in the day. But, my problems are common to many
> colleges and I know this. But, with the rich history
> of this school we could do so much more if I had more
> budget and staff. Just the same, I am grateful for
> what we are doing right now. I really do have a good
> team.

When commenting on the two most impressive

accomplishments during their current tenure, the five
chief advancement officers had many achievements. Their
achievements included meeting fund raising goals,
formulating long range strategic plans, building
successful institutional advancement units, and winning
CASE, and other, awards. A good summary statement came
from one respondent, who said:

> I have proved to the college family that there are
>
> large gifts available from alumni, corporations, and
>
> foundations with the right approach.

Interviews with Five Directors of Fund Raising (or
Development)

Interviews with the five directors of fund raising
highlighted the intensity of their positions. These
individuals are unquestionably among the most highly
accountable within the institutional advancement effort.
In a progmatic terms, if the money does not eventuate, the
whole advancement enterprise is questioned.

In further describing their role as fund raising
directors, the five interviewees gave specific job
descriptions. One director described the broad scope of
his responsibilities:

> I oversee the entire fund raising process at the
>
> college. This includes the annual fund, major gifts,
>
> direct solicitation, planned giving, corporate and
>
> foundation relations, grant writing, the donor data

base, prepare reports for the administration, and serve
on the advancement committee.

The directors of fund raising recognize the college
president as potentially the most important fund raiser on
campus. To this end, they advise, lobby, provide
research, and facilitate the president as the "front man"
in raising money. One director even tries to alter the
president's job description:

> Periodically I try to make the president realize he
> should spend 30-40 percent of his time in fund
> raising.

Similar to most colleges fund raisers across the
nation, the five directors of fund raising have had little
formal training in this area. They have learned on the
job. Four of the five have attended CASE seminars and
workshops. Three are members of NSFRE. All are
constantly reading. One has attended a week long
intensive workshop at the Center of Philanthropy, Indiana
University. Another director teaches a college course
"Principles of College Development."

In considering some recent special achievements, one
director of fund raising commented:

> We now have the highest annual fund percentage of any
> Adventist college in North America. We have 42 percent
> of our alumni who participate. We have recently
> received some sizeable major gifts and launched our

five year capital campaign (1987-1992).

One interview question considered the advantages of being an Adventist college and operating a fund raising program. Only one response was positive. This individual said:

> People like our college and our students. We stick
> close to our mission and this encourages those who can
> give to give.

Of the other four interviewees, one was particularly adamant. Part of this response declared:

> I see absolutely no advantage in fund raising as an
> Adventist college. I am faced with a board of trustees
> that is totally unsupportive. On the advancement
> committee there are some who have not been to a meeting
> in two years. Too many Adventist talk about raising
> money but are not prepared to help the college in doing
> just that.

Perhaps expectedly, the disadvantages in being an Adventist college, and involved in fund raising, was keenly felt by most of the respondents. One director, after considering recent fund raising efforts outside the precincts of the church, said:

> In this city Adventists generally get a good
> reception. However, you don't have to go far where I
> know some regard us as an off-beat college who couldn't
> have a good program. When you approach many

foundations, you are a small unknown college and they don't want to know you.

Another reply provided some explanation for the lack of recognition and respect that many external publics give to church-related institutions:

Traditionally most Adventist schools have been too paroachical. We have not interfaced with the community and put up walls. Therefore, when we try to cultivate a sense of community with corporations and others, we shouldn't be surprised that it takes time to build visibility and also credibility.

The fund raising directors all identified numerous problems or obstacles from the recent past. Most concentrated on the lack of budget and adequate personnel while expectations continued to rise. Low morale and the possibility of professional burn out were perceived as real concerns. Another consistent need was the development of long range strategic planning for the entire institution. Ultimately, the fund raisers generally agreed, this would produce effective parameters.

The obstacles of the past were also viewed as the challenges for the future. The five directors of fund raising planned to increase their fund raising goals. More importantly, they stressed the need to establish and consolidate a fund raising program suitable to the needs of their institution.

Interviews with Five Directors of Alumni

The alumni directors of the five Adventist colleges were satisfied with the physical aspects and equipment of their alumni office. In the interview, several indicated that additional computer equipment was arriving as funds became available. They all expressed appreciation for the support they received from their respective college administrators.

All five alumni associations operate under an alumni board or committee. One alumni director described the role of this committee:

Our committee has two real tasks. One is to generate new ideas for the alumni association. The other is to implement the year's program; the main events being homecoming and the phonathon.

Clearly, homecoming and the phonathon were the major events on each alumni director's yearly calendar. Other activities included chapel programs, ice cream socials, and freshmen orientation. One college has recently discontinued an alumni travel program and a second college has reduced its travel program to tours within the United States.

Among the five colleges, the number of alumni chapters varied. One alumni director said:

We take a rather informal approach to the idea of chapters. There are two organized chapters at _____

and _____. Otherwise, we use class agents to

announce get-togethers.

The largest number of alumni chapters was fifty-two.

The alumni director commented on his personal commitment

to these chapters:

> We have fifty-two chapters scattered all over the U.S.
>
> Most are in California and northwest region. It keeps
>
> my weekends busy; I'm rarely home. Between January and
>
> April I have seventeen alumni chapter appointments.

Another alumni director commented on the operating

guidelines of the alumni guidelines:

> We operate each alumni chapter under a constitution
>
> and the necessary by-laws. But, as most of our fifty
>
> chapters are small and rather informal, the management
>
> problems are not big ones.

Of the five alumni directors interviewed, none were

currently engaged in a special program to attract recent

alumni. All, however, recognized the need and intended to

address the matter sometime in the future.

All five alumni directors were asked to identify a

major frustration. One director's comment was typical:

> It's hard to be creative with no money to spend. I
>
> understand the fiscal constraints of the college but to
>
> make money, you have to spend money.

Another interviewee made a similar comment:

> I know we have more alumni than our mailing list

indicates. But, we are not able to contact them. Many of these alumni have good giving potential but they are not aware of the needs of the college. We could find more support if we had the money, manpower, and time to marshal more alumni.

Among the recent achievements of the five alumni directors, the homecoming weekend was paramount. One alumni director mentioned with some excitement a new program about to begin:

The college has just announced the Access program. About three hundred alums are to become involved in recruiting. This is where the recent alums become involved. There is enormous potential in several directions. We expect enrollment to be up.

The final question asked the alumni directors was to comment on future plans for their alumni associations. Their plans included better communication with alumni and greater involvement with the area chapters. One director summarized by saying:

We need to create greater interest about the college by talking to our alumni in more ways than just money. We are still only reaching fifty percent of all our alumni and, at least, ten percent hate us. My goal is to reach more alums and to smooth out the rough edges of their college experience.

Interviews with Five Directors of Institutional Relations

The term "institutional relations" was not used on any of the five college campuses selected in the sample group. All five directors regarded themselves as public relations specialists. Therefore, the first interview question asked for a description of the role of public relations at their respective colleges.

Three directors almost provided a text book definition of public relations. One, in particular, commented:

I'm in the communication business. Our department is responsible for communicating accurate information about the college and its program to all the constituents. We supply information, correct false information, and build the image of the college.

Three of the public relations directors acknowledged their role in building institutional image. Through brochures, newspapers, magazines, media productions, and public information the image of the college is constantly being enhanced. One director touched on an essential point:

Ultimately the image of the college will produce (or not produce) three things; money, students, and friends.

In the main, the directors of institutional relations recognized the separation of the various publics into two distinct categories; those internal to the college and

those external. All five directors listed two groups of people. As an example, one respondent explained:

We have to recognize two different audiences in our office. First of all, there are the students, the faculty and staff, parents, and alumni, church pastors and [church] members, and the board of trustees. These are closely associated with the college and are the internal audience. Then, there is our external audience, outside the college and church community, corporations and foundations. For different colleges it may mean more groups.

In communicating with the Adventist publics, the five directors utilized the same type of church publications. These included national denominational magazines like Insight and the Adventist Review. Next, local union conference and then conference magazines and journals were used for reporting and advertizing.

Non-denominational reporting and advertizing was less frequent. One college advertized in local sporting programs and sponsored certain radio programs. Another college utilized television for public service announcements. Most of the directors had personal contact with local newspapers, radio and television stations.

The five directors have a college-wide policy whereby all publications, either for internal or external release, are first cleared by the public relations office. One

interviewee qualified this policy:

In theory it works that way but, in practice, it is

not always achieved.

Communication with faculty, staff, and students on the

five campuses is mostly achieved through a weekly

newsheet. One college has used a television message

screen for several years. Four of the colleges had a

student newspaper. One director commented on the reliable

use of more mundane avenues of communication:

You still can't beat the telephone, the memo system,

and the old reliable bulletin board. These are

important means of communication and, when used

professionally, they do a PR office proud.

The five directors of public relations were all able to

identify some special achievements accomplished by their

office in the past year. Two had won special awards from

either advertizing or public relations groups. Three were

now using desk top publishing and thus, saving both time

and money. One college had produced its own view book for

the first time.

When asked to identify some frustrations that are

experienced as directors of public relations, a number

were forthcoming. A lack of budget and sufficient staff

were mentioned by four directors. Cramped office space

was a problem in one college. The need for regular

professional contact with other Adventist college

directors of public relations was expressed by one director.

A more deep-seated frustration was voiced almost verbatim by two directors. Both were deeply concerned by the attitude of faculty and some of the church constituency towards the role of public relations on their respective campuses. One of the directors said:

Some of the faculty and church members feel public relations is not worth the money. It comes down to a 'them' and 'us' situation. But it is interesting to notice how excited these same people become when articles about the college appear in the major papers.

Looking to the future, the five directors of public relations were asked to mention two things they wished to achieve. New publications appeared high on the agenda. One public relations office has just commenced plans for its first video tape. The director concerned about lack of contact with other public relations professionals is exploring the possibilities of a future convention for personnel working in Adventist college public relations. Another college is planning to begin a desk top publishing business on campus. Several are keen to heighten public awareness of their college in the local community through better communication.

Data Summary

The mail questionnaires and the telephone interviews generated considerable quantitative and qualitative data. Each was presented separately in order to focus on their respective strengths. First, the quantitative data promoted a factual, statistical understanding of the structure of institutional advancement in the twelve Adventist colleges in North America. Second, the qualitative data enabled a more comprehensive narrative appreciation of the character of institutional advancement as existing in five Adventist colleges. The intention was to fuse both sets of data. Thus, in so understanding the existing role of institutional advancement within Adventist higher education it becomes more possible to make prescriptive recommendations for the future.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Institutional Advancement in Adventist Higher Education

This study portrayed the character of institutional advancement as currently practiced within Adventist higher education in North America.

A historical and philosophical review traced the existence of Adventist colleges and universities for over one hundred years. Clearly, the purpose of these institutions continues to be the inculcation of the Seventh-day Adventist Christian philosophy of life and the provision of an academic education in the liberal arts tradition. As such, Adventist higher education serves predominantly the youth of the denomination.

For over a century, Adventist higher education has increased in the number of institutions and students enrolled. This was particularly evident following World War II. With the arrival of the 1980s, however, came difficult times. It has been during this decade, in the midst of adversity, that the practice of institutional advancement was established on all twelve Adventist college and university campuses.

In this ecclesiastical milieu, the role of institutional advancement is to provide the management and leadership necessary to ensure the optimum effectiveness

of each institution. The study sought to contribute to a better understanding of the existing state of affairs.

The study disclosed that:

1. the form and structure of institutional advancement is firmly established at all twelve Adventist colleges and universities;

2. the nature of institutional advancement is expanding on these same campuses;

3. the presidents are key players in the institutional advancement process;

4. the chief institutional advancement officers and, indeed, each director of the various elements under the institutional advancement umbrella are committed, enthusiastic, motivated, and vulnerable professionals;

5. the fund raising function, on at least the five campuses, is over burdened and under staffed which prevents maximum effectiveness and efficiency;

6. alumni associations are continuing to locate and involve greater numbers of alumni with their alma maters;

7. institutional relations is chiefly involved with its internal publics, but with additional budget, personnel, and time, could involve greater contact with the various external publics;

8. government relations is a minor function on most
    Adventist college and university campuses since
    contact with the various branches of government is
    usually the direct responsibility of the
    president, or a surrogate;

9. publications have assumed a more vital role in
    building institutional image and student
    recruitment over recent years;

10. various institutional advancement personnel, as
    well as some college presidents, are not
    completely sensitive to the degree in which an
    effective institutional advancement program could
    solve many of the current dilemmas confronting
    Adventist higher education.

Conclusions

Based on the findings of this study, it is possible to
conclude that:

1. The role of institutional advancement in Seventh-
    day Adventist colleges and universities in North
    America does conform to a model of advancement
    suitable for small liberal arts colleges. In
    particular, the twelve Adventist institutions were
    found to be maturing at a rate consistent with the
    literature on institutional advancement programs
    in small liberal arts colleges in terms of: (a)
    comprehensiveness of advancement activities; (b)

training and experience of advancement officers;
and (c) involvement of senior administrators and
boards of trustees.

2. Operating an institutional advancement program as
    a Seventh-day Adventist college or university does
    make a difference. Specifically, certain
    doctrines (most notably the seventh-day Sabbath)
    and the adherence to a conservative social life
    style places constrictions on the design,
    implementation, and effectiveness of an
    institutional advancement program.

Recommendations

A Prescription for Adventist higher education

In Australia, where the researcher was formerly a
boarding school principal, there springs a vignette
pertinent to this study. Over the years the geography
department of this academy had fallen into a depressed
state. A new teacher was hired with the specific task of
advancing the subject of geography before the students,
faculty, and parents. The teacher grasped the challenge,
formulated his strategic plan, and commenced work. Before
long his classroom and office had been reorganized and
newly decorated. Soon it was the most attractive
classroom on campus and his popularity increased. His
classes were organized, informative, and enjoyable.
Students, faculty, and parents marvelled at what he had

accomplished in such a short time. Is it little wonder his classes were full the next year and every year since?

Similar analogies are found in numerous types of organizations; particularly, the corporate world. There are problems, however, in trying to equate higher education too closely to the business community. Some would prefer to link higher education to the medical model. Nevertheless, in both domains there are enigmas. Students, as merely one segment of the higher education enterprise, are neither commodities for trade nor patients suffering from some illness.

The point is, "where there is no vision, the people perish." And, as the biblical proverb suggests, there is the need for creative vision in any situation in which people, organizations, or ideals are threatened with demise. Adventist higher education in North America is no exception. It can survive and flourish; its power to revitalize lies within itself.

Recommendations for Further Research

The recommendations which follow are suggested topics for further study within the Adventist system of higher education:

1.   The preparation of presidents to assume leadership of Adventist colleges and universities.

2.   The attitudes of faculty members concerning the implementation of marketing, strategic planning,

and institutional advancement techniques on

Adventist college and university campuses.

3.   An investigation into the conflict between

Adventist fund raising at the levels of the local

church and conference and the specific college.

4.   A study of the role of public relations on

Adventist college and university campuses.

Recommendations for Practice

The recommendations which follow are a prescription for

the continued viability of Adventist higher education in

North America. Each recommendation is followed by a brief

discussion. From the study, it is recommended that:

1.   Boards of trustees, faculty and staff, students,

parents, and the wider church constituency embrace

a renewed sense of mission for Adventist higher

education, and thus, provide the necessary

organizational reforms and structure to create

change.

Periodically there is a need for all organizations to re-

examine their statement of purpose and to subsequently

invoke change. The socio-religious change that has

occurred within Adventism over the past decade

necessitates a renewed understanding of how the various

constituencies regard Adventist higher education. If

Adventist higher education exists to serve the needs of

the church constituency, then it must reflect, by and

large, the attitudes, needs, and support of the church.

   2.   Presidential leadership capable of inspiring trust

        and confidence in the internal and external

        publics is a present critical exigency within

        Adventist higher education.

It is time for Adventist higher education to produce a

Father Hesburgh, formerly president of the University of

Notre Dame. Unquestionably a true leader exubes energy

and innovation. In reality, however, few college

presidents are proactive; most are destined to react to

circumstances and pressures that shackle attempts at

creativity.

   3.   A more encompassing role for institutional

        advancement is necessary on each Adventist college

        and university campus.

Larger institutional advancement programs will require

increased budgets and more personnel. In the present

climate, few administrators and boards of trustees will be

inclined to approve significant budget increases. One way

around this impasse is for institutional leaders to

realize the multiple benefits that accrue to a college

when an adequate advancement program is fully operable.

   4.   A more comprehensive approach is needed to enhance

        the effectiveness of fund raising within

        Adventist higher education.

Within academe, fund raising includes the annual fund,

major gifts, capital campaigns, deferred giving, and the
solicitation of corporations and foundations. The
magnitude of these activities makes it impossible for one
person to do justice to all of them. Adventist colleges
and universities must appreciate that "it takes money to
raise money." Boards of trustees and college
administrators, however, are not likely to engage the
ideal number of persons to adequately staff all the
elements of fund raising. The institutional advancement
office will need to prioritize the extent of fund raising
activities according to budget and personnel. For
example, the literature suggests that small church-related
colleges will not normally gain large amounts of funding
from foundations. Therefore, it is folly for a small
college fund raising effort to consume large amounts of
time and involvement in an area that repeatedly produces
little to no monetary returns.

5.   Alumni associations enlarge their mailing lists
         and identify schemes whereby more willing alumni
         can be involved in campus activities.

Over the past decade, the alumni associations on Adventist
college and university campuses have reached commendable
levels of achievement and professionalism. The success of
the annual fund and phonathon has been largely the result
of motivation from the alumni office. There is need to
continually enlarge and monitor the accuracy of mailing

lists. Also, alumni associations need to promote greater involvement of willing alumni in campus activities.

6. A significantly new approach to institutional relations is required to move Adventist higher education beyond merely communicating with its internal publics.

The Seltzer-Daly study (1986-87) found that large numbers of church employees (particularly local pastors), church members, parents, and prospective students did not regard Adventist higher education as standing for quality and excellence. When combined with the observable abatement of rigorous adherence to Adventist faith and practice, there is a less compelling reason for Adventist youth to seek Adventist higher education. The result is fewer students on Adventist campuses. Any further reduction in enrollment will threaten the continued existence of some institutions.

The scenario for the future need not be so bleak. Directors of institutional relations must avoid the present preoccupation of communicating to the internal publics at the expense of the larger external publics. The role of public relations is to communicate and, through communication comes the potential to change attitudes, beliefs, and opinions. To enhance the institutional image of Adventist higher education before its various publics it is necessary to become visible

through communication. Proactive public relations will be evident not only through the printed word, but by every person and event that represents the institution on and off campus. Indeed, public relations is the very essence of institutional advancement.

Summary

Adventist higher education in North America has a well-established tradition dating back to 1874. Now, as then, it is not possible to separate matters of theology from matters of educational practice and procedure. Mainstream Seventh-day Adventists have a preference of Adventist higher education for their children and youth. Similarly, parents and church members are requiring academic quality and excellence in the educational delivery system. In recent years both these aspects have been called into question. And, in a church-related system of higher education, the very survival of these institutions is integrally linked to the church pew.

An effective institutional advancement program has the potential to provide management and leadership skills capable of bringing change and revitalization to most college and university campuses. Rather than witnessing a further decline in Adventist higher education, the professional implementation of institutional advancement may prove, in the words of Robert Browning, that "the best is yet to be."

APPENDIX A

INSTITUTIONAL DETAILS OF THE 12 ADVENTIST COLLEGES AND UNIVERSITIES IN NORTH AMERICA

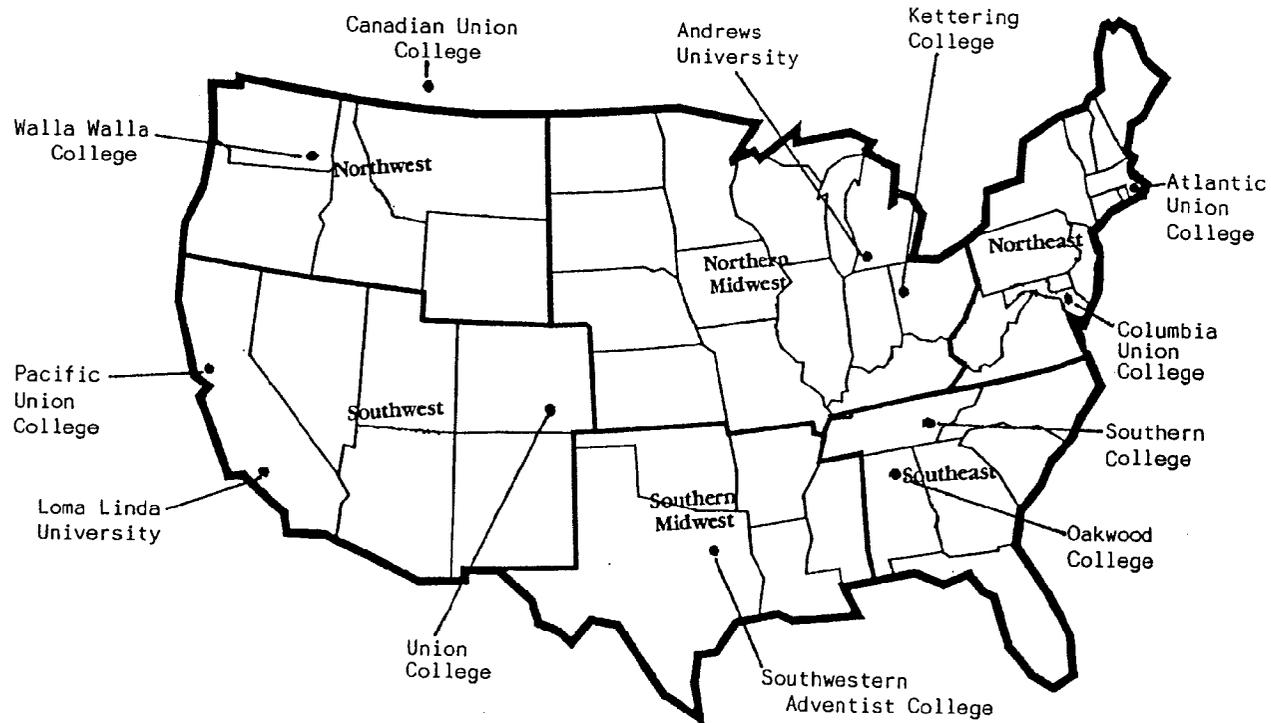| INSTITUTIONAL NAME	LOCATION	YEAR ESTABLISH.	MAJOR DEGREE OFFERED	FTE ENROLL. 1987	EARNED OPERATING INCOME '86	OPERATING EXPENSE '86	ENDOWMENT FUNDS '86
Andrews Univ.	Berrien Springs MI	1874	Ph.D.	2,452	$25,002,587	$30,061,040	N/A
Atlantic Union College	South Lancaster MA	1882	B.A.	556	4,713,155	6,970,517	$ 411,300
Canadian Union College	Alberta Canada	1907	A.A.	219	N/A	N/A	N/A
Columbia Union College	Takoma Pk MD	1904	B.A.	762	7,531,507	11,010,895	500,000
Kettering College of Medical Arts	Dayton OH	1967	B.A.	363	1,185,324	2,688,327	N/A
Loma Linda University	Loma Linda CA	1905/ 1922	Ph.D.	3,464	69,987,618	81,016,539	22,000,000
Oakwood College	Huntsville AL	1896	B.A.	1,019	12,058,713	11,864,213	1,836,529
Pacific Union College	Angwin CA	1882	M.A.	1,429	22,360,166	24,822,693	2,054,000
Southern College	Collegedale	1916	B.A.	1,075	19,220,823	20,472,629	3,850,000
Southwestern Adventist College	Keene TX	1894	B.A.	641	4,760,573	5,375,944	375,000
Union College	Lincoln NB	1891	B.A.	517	7,250,407	10,352,683	501,708
Walla Walla College	College Place WA	1892	B.A.	1,318	15,699,462	18,902,329	835,721

APPENDIX A

APPENDIX B

APPENDIX B

ENROLLMENT COMPARISONS

Institution	Enrollment 1980-1981		Enrollment 1984-1985	
	Total	FTE	Total	FTE
Andrews University	3,018	2,589	3,034	2,538
Atlantic Union College	680	590	627	440
Canadian Union College	279	239	262	231
Columbia Union College	869	639	896	538
Kettering College	397	294	463	334
Loma Linda University	5,326	4,250	4,610	3,862
Oakwood College	1,263	1,123	1,326	1,240
Pacific Union College	2,134	1,867	1,403	1,264
Southern College	2,091	1,797	1,622	1,225
Southwestern Adventist	700	611	683	570
Union College	888	815	898	761
Walla Walla College	1,957	1,769	1,649	1,458
Totals	19,602	16,513	17,474	14,461

Note: Taken from "Free the college boards: Toward a pluralism of excellence," by Donald R. McAdams, 1985, Spectrum, 16(4), 33.   Reprinted by permission.

APPENDIX C

GEOGRAPHICAL LOCATION OF THE 12 ADVENTIST COLLEGES AND UNIVERSITIES IN NORTH AMERICA

Canadian Union
College

Andrews
University

Kettering
College

Walla Walla
College

Northwest

Atlantic
Union
College

Northeast

Northern
Midwest

Columbia
Union
College

Pacific
Union
College

Southwest

Southern
College

Loma Linda
University

Southern
Midwest

Southeast

Oakwood
College

Union
College

Southwestern
Adventist College

APPENDIX D

APPENDIX D

July 18, 1988

NAME
TITLE
ADDRESS

Dear :

As executive secretary of the Board of Higher Education, I write in support of the enclosed questionnaire.

Mr. Lyn Bartlett is a sponsored student from the South Pacific Division and is pursuing his doctorate in higher and adult education at the University of Maryland. His dissertation topic is pursuing the process of institutional advancement in adventist colleges and universities within North America.

I have spoken with Lyn on a number of occasions and I recognize his study as a legitimate enquiry into one aspect of the present state of Adventist higher education. I ask you to support this piece of research and return the completed questionnaire by August 15.

Yours sincerely,

Gordon Madgwick, Ph.D.
Executive Secretary
Board of Higher Education

GM:gb
Enclosures

APPENDIX E

APPENDIX E

July 20, 1988

NAME
TITLE
ADDRESS

Dear :

Your time is very valuable and we understand that you are not looking for extra assignments! However, every once in a while an important venture comes along that justifies immediate attention.

Such is the case with this request. The final result should be helpful to all.

Mr. Lyn Bartlett is from the South Pacific Division and is completing his doctoral program in higher and adult education at the University of Maryland. He is investigating the advancement process in Adventist colleges and universities with North America.

I support his study and ask you to assist Lyn by completing the enclosed questionnaire. We all recognize the value of professionalism and I am, indeed, pleased that this investigation will lead Adventist higher education to do an even better job in philanthropy.

Sincerely,

Milton Murray
Director
Philanthropic Services
for Institutions

MJM:d
Enclosures

APPENDIX F

APPENDIX F

July 19, 1988

NAME
TITLE
ADDRESS

Dear :

It was a pleasure talking with you today. Also, I thank you for agreeing to complete the enclosed questionnaire for me.

My dissertation research at The University of Maryland is focusing on the role of institutional advancement in Adventist colleges and universities within North America. The study seeks to provide a better understanding of the current practice of advancement at these institutions.

A further telephone interview will be conducted at a later date with five selected Adventist colleges and universities. Your institution is one of those in the samle (the constraints of time and money prevent me interviewing all schools). I will be contacting you in mid-August about details and a suitable schedule for this interview.

I am asking you to complete the enclosed survey and return it by mail in the envelope provided before August 19, 1988. Should you have any questions please call me on (301) 439-7220.

Yours sincerely,

Lyn R. Bartlett
Director of Marketing
Adult Evening Programs

LRB:gfb
Enclosures

APPENDIX G

APPENDIX G

MAIL QUESTIONNAIRE

INSTITUTIONAL ADVANCEMENT SURVEY

The purpose of this questionnaire is to obtain descriptive data about your college's development or institutional advancement efforts. This necessitates an inquiry into the realms of fund raising, public relations, publications, alumni affairs, internal and external communications, and government relations. Each sphere of activity seeks to advance the understanding and support of your college.

Please complete the following questionnaire. If any answer is not readily obtainable, use an average or an educated estimate. Please indicate estimates in this manner: (Est.).

****

INSTITUTIONAL INDENTIFICATION

Name of college: _____

Name of respondent: _____

Respondent's title: _____

Telephone #:   (   ) _____

Further information about the development or institutional advancement officer:

_____ years at this institution

_____ years in present position

_____ years of experience in advancement field

_____ highest academic degree

_____ academic major of highest degree

_____ age range (22-30; 31-40; 41-50; 51 and above)

_____ sex

1.   Check the number of (FTE) students for Fall 1987:

   _____   under 500   _____   1,000 to 3,000

   _____   500 to 1,000   _____   over 3,000

2.   Check each function below that is under your
        direct administrative leadership:

   _____   Alumni Affairs   _____   Parent Programs

   _____   Annual Fund   _____   Planned Gifts

   _____   Capital Campaign   _____   Prospect
                                              Research

   _____   Corp./Foundation   _____   Public
              Solicitation   Relations

                                   _____   Others
                                              (specify)

   _____   Financial Aid

                                   _____   _____

   _____   Govt. Relations

                                   _____   _____

   _____   Parent Programs

3.   Check below if you are regularly involved in:

   _____   the President's cabinet

   _____   campus long-range planning

   _____   campus budget development and allocation

   _____   making other institutional policy (e.g.
              facilities, student life, academic affairs,
              etc.)

4.   Indicate if your institution's mission statement
       or statement of purpose has been reviewed by the
       following in the past five years:

_____ a regional accreditation team

_____ an Adventist accreditation team

_____ the board of trustees

_____ faculty committee

_____ college administration

5.   Indicate the number of staff members (both
       professional and clerical) on your institutional
       advancement budget:

	Professional	Clerical
Alumni Affairs		
Annual Fund		
Capital Campaign		
Corporate/Foundation Solicitation		
Financial Aid		
Government Relations		
Parent Programs		
Planned Gifts		
Prospect Research		
Publications		
Special Events		
Others (specify)		

6.   If you <u>could</u> add new personnel to your institutional advancement staff, indicate the program area(s), and <u>how many</u> you would like to add:

<u>Program Area</u>   <u>Professional</u   <u>Clerical</u>

_____   _____   _____

_____   _____   _____

_____   _____   _____

7.   Indicate the extent of your use of volunteers in advancement work, and the roles they play:

<u>Volunteers</u>	<u>Numbers Involved</u>	<u>Roles Played</u>
Trustees	_____	_____
Administrators	_____	_____
Faculty	_____	_____
Alumni	_____	_____
Students	_____	_____
Friends	_____	_____

8.   Check below each item that appropriately describes the objectives of your institutional advancement office. It is:

_____   a written statement of objectives

_____   revised annually

_____   used as a basis for evaluation

_____   presented before the board of trustees

_____   other _____

_____   _____

9.   Give the following information about your
      college's case statement: (If you have no formal
      case statement, check here _____)

   first produced?   _____

   who produced it?   _____

   how is it used?   _____

   who receives it?   _____

10.   Which of the following were written goals and
      objectives in academic year 1987-88?

      _____   attracting new donors

      _____   increasing the average size of donor's gifts

      _____   increasing the frequency of donor's gifts

      _____   renewing lapsed donors

      _____   increasing the total amount of gift income

      _____   other: _____

11.   Provide the following information on your most
      recent capital campaign, and any capital campaign
      you may be planning to initiate in the next 5
      years:

	Most Recent	Future
Year(s) conducted:	_____	_____
Goal:	$ _____	$ _____
Purpose: Endowment	_____	_____
Scholarships	_____	_____
Faculty develop.	_____	_____
Building	_____	_____
Other _____	_____	_____
No capital campaign	____	None planned ____

12.   Indicate the approximate amount of gifts received during the last five fiscal years:

	1987-88	1986-87	1985-84	1984-85	1983-84
Restricted	_____	_____	_____	_____	_____
Unrestricted	_____	_____	_____	_____	_____

13.   What proportion of your major donors ($1,000 and over) are solicited by:

_____ % Trustees   _____ % President

_____ % Development Staff   _____ % Alumni

_____ % Others (specify)   _____

100 % TOTAL

14.   Check those items below which are characteristic of your alumni affairs unit:

_____   manages the annual fund endeavor

_____   recruits and provides fund raising volunteers

_____   publishes an alumni magazine

_____   offers special programs for alumni (e.g. tours, reunions, alumni college courses, etc.)

_____   other (specify) _____

_____   _____

15.   Indicate the manner in which you solicit planned gifts:

	Solicitation by staff member	Retain an outside consultant	Do not solicit
Annuities	_____	_____	_____
Bequests/wills	_____	_____	_____
Insurance	_____	_____	_____
Trusts	_____	_____	_____
Other deferred gifts (Specify)	_____	_____	_____
	_____	_____	_____

16.   Describe briefly any analysis (i.e. who gives how much, and why?) of your donor constituency conducted by your office, or by consultants, in the past 5 years:

_____

_____

_____

17.   Check below if you regularly calculate the return-on-investment (i.e. ratio of income generated to costs incurred) for the following advancement activities:

_____   Annual Fund   _____   Capital Gifts

_____   Planned Gifts

18. Who acknowledges gifts and, on the average, how
     many days does it take to generate the
     acknowledgement?

Gifts	Who Acknowledges	# of Days
under $500	_____	_____
$500 - $1,000	_____	_____
over $1,000	_____	_____

19. Indicate below information about your direct mail
     operation:

Prospect	Total # on Mailing list	% who make a gift of any amount in past yrs.	Average # of mailings each year
Alumni	_____	_____	_____
Friends	_____	_____	_____
Parents/Grand-parents	_____	_____	_____
Others (specify)	_____	_____	_____

20. Indicate below information about your phonathon
     operation:

How many Phonathons each year	Amount raised in 1987/88	What is your collection %?
_____	_____	_____

21. What is your present strategy to attract new
     donors?

     _____

     _____

     _____

     _____

22.   Check those items below that are descriptive of
        your institutional image:

        _____   our image is clear and consistent

        _____   our image is clearly and accurately perceived
                    by our donors and prospective donors

        _____   our image needs to be sharpened and
                    communicated more clearly

23.   Modification of your college's image is primarily
        the responsibility of the:

        _____   Board of trustees   _____   Advancement
                                                      Office

        _____   President   _____   Other (specify)

                                          _____

24.   Rate the importance of your college to the
        following public relations goals:

                                          High   Medium   Low

        Build and hold goodwill for the   ____   _____   ____
        college

        Assist in motivating prospective ____   _____   ____
        donors

        Inform the public of student/   ____   _____   ____
        faculty achievements

        Enhance the college's reputation ____   _____   ____
        and attract students

25.   Indicate below your institution's efforts to seek
        government grant funding:

        _____

        _____

        _____

26.   Are there some <u>problems</u> in operating an advancement program and being an Adventist college or university? If so, please explain:

_____

_____

_____

_____

27.   Are there some <u>strengths</u> in operating an advancement program and being an Adventist college or university? If so, please explain:

_____

_____

_____

_____

28.   If you were asked to list, in priority order, <u>three</u> things you need to improve your institutional advancement effectiveness, what would you request?

* _____

_____

_____

* _____

_____

_____

* _____

_____

_____

Thank you very much for your time and cooperation. Please
use the enclosed envelope to return this questionnaire
before August 15, 1988.

          Return to: Lyn R. Bartlett
                             8016 Barron Street
                             Takoma Park, MD 20912

                             Telephone # (301) 439-7220

APPENDIX H

APPENDIX H

February 16, 1989

NAME
TITLE
ADDRESS

Dear :

Thank you for agreeing to help me arrange an interview schedule to complete the last of my data collection for my dissertation.

As I mentioned on the telephone, my completion date was delayed in early Fall. At this time, the South Pacific Division granted me two years leave of absence in order to remain at CUC in my present position. However, just before Christmas things changed and I must now return to Avondale College by July 1. Now, I am frantically trying to complete my dissertation.

Please find enclosed the questions I will be asking the <u>five</u> administrators on your campus. These questions are neither complicated nor requiring statistical facts. Hopefully, they will provide "flesh and blood" qualitative material. I am hoping to discover more than what people do in the process of institutional advancement; also, what people <u>think</u> and <u>feel</u> about it!

I will call again next week to finalize details of the interviews with either you or your secretary.

Thank you for your assistance.

Yours sincerely,

Lyn R. Bartlett
Director
Adult Evening Programs

LRB:gfb
Enclosures

APPENDIX I

APPENDIX I

TELEPHONE INTERVIEW

Read to each interviewee:

"The purpose of this interview schedule is to obtain
personal descriptive and intimate data concerning the
current practice of institutional advancement in your
college setting.

Wesley K. Wilmer (1981) commented on the advancement
thrust suitable for small institutions of higher
education:

>   An effective and complete institutional advancement
>   program includes six functional areas: executive
>   management, fund raising, alumni affairs, government
>   relations, publications, and institutional relations.

The researcher is seeking honest and candid information on
the structure (or "what is") of institutional advancement
as it is currently practiced in your college. The results
will be treated with confidentiality.

If some questions are not clear ask for clarification
before giving your answer."

****

INTERVIEW QUESTIONS

A. To 5 College Presidents

    1.   How would you describe your current advancement
         program?
         What would you like to improve?
         What would you like to change?

2. In your role as president, how much time (and, at
    what level of enjoyment) do you spend on each of
    the 6 functional areas of institutional
    advancement?

Area	% time	enjoyment level high medium low

    a. executive management
    b. fund raising
    c. alumni affairs
    d. government relations
    e. publications
    f. internal & external
         relations

3. Identify the selling points, or unique qualities,
    of your college.

4. What is the one least attractive aspect of your
    college (or its program)?
    What affect, if any, does this have on your
    institutional advancement program?

5. If you could make changes in your college to
    produce a more effective institutional advancement
    program, what would you change (or do)?

6. What impact does being an Adventist college have
    on your institutional advancement program?

7. Do you see the mission statement of your college
    changing over the next five years?
    If so, how?
    If so, why?

8. What would you like to see the institutional
    advancement office of your college accomplish over
    the next five years?

9. If your college had to select a chief
    institutional advancement officer, what qualities
    would you suggest the search committee stress in
    screening candidates?

B. <u>To 5 Chief Institutional Advancement Officers</u>

    1.   What guidance, if any, does your college mission statement give to your institutional advancement program?

    2.   What is your president's role in your college's institutional advancement program?

    3.   As chief institutional advancement officer of your college, what would you like to accomplish over the next <u>five</u> years?

    4.   To what extent do you enjoy your work?
        ( ) high enjoyment
        ( ) medium enjoyment
        ( ) low enjoyment

    5.   What kind, if any, of job security do you have?

    6.   Comment on the most frustrations you encounter within your job?

    7.   What are the <u>two</u> most impressive achievements you have accomplished during your appointment as chief institutional advancement officer?

C. <u>To 5 Alumni Directors</u>

    1.   What is the size of your alumni mailing list?

    2.   How current, or accurate, is your alumni mailing list?

    3.   Describe your alumni office facilities:
        a.   physical aspects   b.   equipment

    4.   Do you have an alumni board or committee?
        If so, what are its basic tasks?

    5.   List the various programs sponsored by your alumni association in the past year:

        a.   c.
        b.   d.

6. How many chapters does your alumni association sponsor?

7. Do you have operating guidelines for the management of an alumni chapter program?

8. Do you have a special alumni program for recent graduates?

9. Identify one major frustration and one major achievement you encountered in your alumni program over the past year.

1Ø. What would you like to see your alumni association achieve the next five years?

D. To 5 Public Relations Directors

1. Describe the role of public relations at your college.

2. Name the various publics that impact on your college.

3. List the Adventist publications you have utilized for advertizing or reporting purposes in the past twelve months.

4. List the non-Adventist publications you have utilized for advertizing or reporting purposes in the past twelve months.

5. What role does your office play in reviewing all publications that are produced at your college?

6. How are college faculty and staff kept informed about what is happening in their institution?

7. What is the purpose of this means of communicating to faculty and staff?

8. Identify some special achievements your office has accomplished in the past twelve months.

9. Identify some frustrations you encounter as director of public relations.

10. What are two things you would like to achieve in the near future?

E. **To 5 Development Directors**

1. Describe your role as development officer for your college. What do you do, and how do you accomplish your work objectives?

2. Describe how you provide staff assistance for the college president with regard to fund raising activities.

3. What training have you undertaken to prepare yourself as director of development (or fundraising)?

   a. _____ CASE workshops
   b. _____ NSFRE
   c. _____ college courses
   d. _____ reading books, tapes, etc.
   e. _____ other

4. Identify some special achievements your office has accomplished in the past.

5. In the field of development (or fundraising), are there some advantages in being an Adventist college?

6. In the field of development (or fundraising), are there some disadvantages in being an Adventist college?

7. What was the main development (or fundraising) challenge, dilemma, problem or obstacle in the recent past? Comment on any one, or all of these possibilities.

8. As director of development (or fundraising) for your college, what would you like to accomplish in the next five years?

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