

ABSTRACT

Title of Dissertation: STUDENT AFFAIRS AND INSTITUTIONAL
ADVANCEMENT PARTNERSHIPS AT CATHOLIC
COLLEGES AND UNIVERSITIES: A CASE STUDY

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Catholic institutions of higher education have continued to operate at a crossroads as challenges to long-term financial sustainability have intensified the need to reduce costs and increase revenue. Institutional personnel must find ways to streamline offerings in academic programs and student services while maintaining a commitment to their distinct Catholic identities. Given the primacy of academics to the educational enterprise, student affairs divisions are particularly vulnerable in an environment aiming to reduce operating expenses. For student affairs, fundraising may serve as an avenue to offset the impact of budget cuts, enhance cocurricular programs, and promote mission-specific strategic initiatives. Conversely, leaders of institutional advancement divisions may expand and diversify their donor base by partnering with student affairs colleagues. Student affairs initiatives may appeal to donors who value contributing directly to student success and well-being.

The purpose of this multisite, case study was to understand how Catholic universities create third-space organizational partnerships between their institutional advancement and

student affairs divisions. The *third space of partnership* was defined as “an emerging technical and sociocultural entity distinct from those within the partnership’s home organizations” (Hora & Millar, 2011, p. 16). The research design included 41 semistructured virtual interviews, three virtual focus groups, document analysis, and site visits at three Catholic institutions over a span of 18 months.

Interestingly, the findings did not indicate a distinct third space was necessary to create and sustain partnerships between institutional advancement and student affairs divisions. Still, the following organizational practices supported the development of partnerships: presidential and divisional leaders supported the partnerships and were motivated by enlightened self-interest (Hora & Millar, 2011); leaders agreed on clear goals, scope, and objectives; and adequate resources were dedicated to the partnership. There were also similar characteristics of partnerships between the three institutions. Characteristics included the embrace of a mission-informed approach to the partnership; institutional advancement boundary spanners guiding the development of structures and routines governing the partnership; the creation of workflows around annual events; and consensus on how to communicate and use technology across divisions and with prospective donors. Definitions of success and effectiveness of the partnership varied by campus and constituent group. Institutional advancement participants defined success through traditional fundraising metrics such as dollars raised and increasing the number of donors who make annual gifts. Student affairs participants tended to conflate success and effectiveness as they were more focused on operational efficiencies, expanding student programs, and developing connections with alumni and parents. These findings led to the development of a best-practice model to inform future student affairs fundraising partnerships. Suggestions for future research on student affairs fundraising partnerships at both Catholic and nonreligiously affiliated institutions are included in the final chapter.

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AT CATHOLIC COLLEGES AND UNIVERSITIES: A CASE STUDY

by

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Dedication

This dissertation is dedicated to all my teachers, in and out of the classroom, for your unwavering support and inspiration over the years.

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Table of Contents

DEDICATION	ii
ACKNOWLEDGEMENTS	iii
LIST OF FIGURES	ix
LIST OF TABLES	x
CHAPTER 1: INTRODUCTION	1
Background and Rationale	1
Mission Versus Margin	2
Student Affairs and the Potential for Fundraising Partnerships	9
The Need for Empirical Research	12
Purpose of the Study	14
Research Design Overview	15
Study Significance	16
Definitions of Terms	17
Boundary Spanners	18
Fundraising Versus Development Versus Institutional Advancement	18
Partnership Versus Collaboration	19
Senior Institutional Advancement Officer	19
Senior Student Affairs Officer	20
Student Affairs	20
Success Versus Effectiveness	20
Third Space	21
Organization of the Study	21
CHAPTER 2: LITERATURE REVIEW	23
Partnerships	24
Third Space and Third Space Partnerships	27
Student Affairs and Institutional Advancement: History and Professionalization	35
An Overview of Student Affairs Divisions	36
An Overview of Institutional Advancement Divisions	43
Student Affairs and Institutional Advancement Partnerships as Third Space	47
Catholic Higher Education	58
CHAPTER 3: METHODS	64
The Social Constructivist Paradigm	64
Study Population and Sample	66
Forms of Evidence	72
Data Storage and Security Procedures	77
Data Analysis	77
Data Quality	78
Limitations	79

Summary of Methods.....	81
CHAPTER 4: SODALITY UNIVERSITY	82
The Catholic Identity of Sodality University.....	87
Student Affairs at Sodality University.....	89
The Institutional Advancement Division at Sodality University.....	91
Emergent Partnership Between Advancement and Student Affairs at Sodality University.....	95
Current Partnership Between Student Affairs and Advancement at Sodality University	98
Sustaining Partnership Between Student Affairs and Advancement at Sodality University.....	100
Cultural Models Between Student Affairs and Advancement.....	103
Relationships Between Student Affairs and Advancement Colleagues	105
Technologies and Structures That Support the Student Affairs Fundraising Partnerships.....	106
Routines That Support Student Affairs and Advancement Partnerships.....	108
Definitions of Success in The Partnerships Between Student Affairs and Advancement	110
Definition of Effectiveness in Student Affairs and Advancement Partnerships.....	112
CHAPTER 5: MERTON UNIVERSITY	114
The Catholic Identity of Merton University	120
Student Affairs at Merton University	122
Institutional Advancement at Merton University	125
Emergent Partnership Between Advancement and Student Affairs at Merton University.....	128
Current Partnership Between Student Affairs and Advancement at Merton University	129
Sustaining the Partnership Between Student Affairs and Advancement at Merton University.....	132
Cultural Models Between Student Affairs and Advancement.....	134
Relationships Between Student Affairs and Advancement Colleagues	137
Technologies and Structures That Support Student Affairs Fundraising Partnerships...	138
Routines That Support Student Affairs and Advancement Partnerships.....	141
Definitions of Success in the Partnerships Between Student Affairs and Advancement	143
Definition of Effectiveness in Student Affairs and Advancement Partnerships.....	146
CHAPTER 6: JESUIT UNIVERSITY	148
The Catholic Identity of Jesuit University	153
Student Affairs at Jesuit University	157
Institutional Advancement at Jesuit University	160
Emergent Partnership Between Advancement and Student Affairs at Jesuit University	164
Current Partnership Between Student Affairs and Advancement at Jesuit University...	168
Sustaining the Partnership Between Student Affairs and Advancement at Jesuit University.....	172
Cultural Models Between Student Affairs and Advancement.....	174
Relationships Between Student Affairs and Advancement Colleagues	178

Technologies and Structures That Support Student Affairs Fundraising Partnerships...	181
Routines That Support Student Affairs and Advancement Partnerships	184
Definitions of Success in the Partnerships Between Student Affairs and Advancement	188
Definition of Effectiveness in Student Affairs and Advancement Partnerships.....	191
CHAPTER 7: CROSS-CASE ANALYSIS	193
Supporting Organizational Practices to Create and Sustain Student Affairs	
Partnerships.....	194
Senior Staff Member Intentional Outreach to Develop Partnerships	195
Presidents Support Creation and Expansion of Partnerships.....	198
Divisional Leaders Agreed on Scope and Expectations for Partnerships.....	200
Divisional Leaders Support Creation of Boundary Spanner Roles	202
Common Characteristics of Partnerships at Jesuit, Merton, and Sodality Universities..	206
Mission-Informed Approach.....	206
Institutional Advancement Coordinated Reporting Structures and Technologies	
.....	208
Partnership Led to Development of Annual Events and Ongoing Parent	
Engagement.....	212
Definitions of Success and Effectiveness of Partnerships	214
Definitions of Success.....	215
Definitions of Effectiveness.....	216
Future Considerations of Success and Effectiveness.....	217
CHAPTER 8: DISCUSSION, IMPLICATIONS, AND CONCLUSION	219
Limitations	227
Implications for Practice	229
Recommendations for Future Research	237
Conclusion	240
APPENDIX A. CONSENT FORM	243
APPENDIX B. INTERVIEW PROTOCOLS.....	246
APPENDIX C. VIGNETTES OF INDIVIDUAL PARTICIPANTS	252
APPENDIX D. ON-CAMPUS VISIT AND DOCUMENTS ANALYSIS BY INSTITUTION	259
REFERENCES	262

List of Figures

Figure 1. Third Space of Student Affairs and Institutional Advancement Partnerships.....	32
Figure 2. Different Partnership Types for Student Affairs Fundraising	231
Figure 3. Best Practice Model for Student Affairs Fundraising	232

List of Tables

Table 1. Characteristics of Hora and Millar's (2011) Types of Partnerships	34
Table 2. Summary of Cross-Case Analysis Findings	194

CHAPTER 1: INTRODUCTION

Background and Rationale

In 1789, Georgetown opened its doors as the first school of higher education founded by a Catholic order in the United States. The institution's founder and first leader of the Catholic Church in the United States, Bishop John Carroll, viewed education in the liberal arts tradition as imperative to the vibrancy and consistency of the Church in the United States (Durkin, 1964). Although only a select few students enrolled at Georgetown in the early years, the aspiration of educating citizens in the Catholic tradition took hold in a young nation and has expanded ever since. During the 2020–2021 academic year, 230 Catholic degree-granting higher education institutions operated in the United States and educated over 700,000 students (Association of Catholic Colleges and Universities [ACCU], 2023). Although this number has decreased from enrollments prior to the COVID-19 global pandemic exceeding 830,000 students, current enrollment metrics have indicated a notable increase from the turn of the 20th century when enrollment approached 578,000 students (ACCU, 2023).

With success has also come a rapidly increasing challenge to maintain a commitment to the Catholic intellectual mission amid shrinking financial resources; as a result, programs and services perceived as superfluous or not central to the academic functioning of the campus may be particularly at risk of budget cuts (Hackman, 1985). For areas such as student affairs, new partnerships and innovative ways of working across divisions are required. The purpose of this study was to explore the ways student affairs and institutional advancement—two divisions traditionally situated on the periphery of academic functions—transcend divisional boundaries to form and sustain mutually beneficial partnerships to create resources. Such strategic partnerships

have the potential to preserve and enhance campus programs that increase student engagement and connections that lead to a more engaged alumni and donor base.

Mission Versus Margin

By many measures, Catholic higher education is thriving and has been recognized for its commitment to engaged learning and social justice. The ACCU (2017) reported nearly half of member institutions were listed on the 2015 President's Higher Education Community Service Honor Roll and 28% of undergraduate students at ACCU institutions studied abroad, a statistic more than 3 times the national rate for undergraduates. In 2023, students at Catholic 4-year colleges graduated in less time than their peers in public, private non-Catholic, and for-profit colleges, and the average loan default rates among Catholic college graduates were 50% lower compared to the national average (ACCU, 2023). The 15-year median return on investment after graduation was \$273,000, which was 16% more than other institutional types (ACCU, 2023). Mans (2016) reported since 2010, 44 institutions have been reclassified by Carnegie to reflect increases in degree level, reflecting an increase in the diversity of programs and degrees available at Catholic institutions.

Even with the demonstrated success of Catholic higher education, many institutions have sought to negotiate tensions between enhancing mission-driven programming and curriculum while ensuring affordability for their students and their own financial sustainability. Bishop John Carroll foreshadowed these ongoing concerns in his first pastoral letter by stating, "I know and lament, that the expenses will be too great for many families, and their children will be deprived of the immediate benefit of the institution" (as cited in Daley, 1957, p. 76). As a result, charitable and philanthropic giving has been a mainstay at Catholic colleges and universities since their earliest days. Institutions turn to their alumni and other philanthropic partners to support their

mission through annual giving, comprehensive campaigns, and planned gifts that bolster the endowment and fund strategic initiatives.

However, this formula for funding Catholic higher education is no longer adequate. Despite increases in student enrollment and high graduations rates, alumni from Catholic institutions do not give at the same rate as alumni from other colleges and universities (Raymond, 2015). This trend has placed initiatives that support the mission, including scholarships and academic and cocurricular programming, at risk as core operating functions competing with one another from a pool of diminished resources (Hackman, 1985). Institutions need to find ways to increase endowment and expand the donor base to maintain and enhance mission-driven aspects of the curriculum and cocurriculum that distinguish Catholic institutions from their public and private counterparts. Examples of mission-driven efforts include service learning, community service, retreats, 1st-year seminars, and activities that foster vocational discernment (Estanek et al., 2017; Galligan-Stierle, 2016). This distinction is particularly important in an era marked by shifting demographics of who attends college, economic conditions surrounding college-going trends, and increased public scrutiny about the value of a college education.

The desire to increase endowment and fundraising revenues as a means to long-term financial stability has remained a goal of most universities; however, several conditions make a focus on Catholic higher education philanthropy necessary. First, Catholic higher education may be uniquely susceptible to downturns in the economy that diminish philanthropic giving and limit students' ability to pay for college. The 2008–2009 economic downturn limited the amount of new philanthropic support and led to drastic reductions in university and foundation endowments (Council for the Advancement and Support of Education [CASE], 2009). This

decrease in charitable giving was consistent with prior recession cycles in the United States during the last 30 years (Drezner, 2006).

Since the 2008–2009 recession, giving rates have improved. Furthermore, giving rates rebounded after the start of the COVID-19 global pandemic in 2020. According to the 2022 Voluntary Support of Education (VSE) survey, charitable contributions to colleges and universities in the United States reached \$59.50 billion dollars in 2022, an increase of 12% from the previous year (CASE, 2023). Furthermore, the top 20 fundraising institutions, which accounted for 2.5% of university respondents in the VSE survey, accounted for 26.4% of the annual total (CASE, 2023). Only one Catholic institution—the University of Notre Dame—landed in the list of top 20 fundraising schools in 2022.

Beyond a few notable exceptions, most Catholic institutions have modest endowments. The mean value of endowment assets for Catholic colleges and universities in 2021 was about \$290 million, an increase of nearly \$150 million since 2014 (ACCU, 2017, 2023). Although endowment levels have improved, the mean is still less than half the average endowment or all private, not-for-profit institutions as of 2021 (ACCU, 2023). Furthermore, The median endowment asset for Catholic colleges and universities was \$53 million in this time frame (ACCU, 2023). Raymond (2015) reported 53% of Catholic institutions had endowments of less than \$25 million. Most Catholic institutions must rely on tuition revenue to fund their operating budgets. Even in better economic times, a tuition-driven institution’s financial health will be highly dependent on a successful cycle of recruitment and retention. One year of declining enrollments and retention rates could disrupt long-range planning. Morey and Pideret (2006) stated, “Unless an organization generates sufficient revenue to cover all costs and something extra (a margin) to invest in upgrading the institution for future students, the institution cannot be

successful over the long run” (p. 53). This dilemma has led several Catholic institutions to close and merge over the last 30 years, and more are expected to close or consolidate in coming years (Malesic, 2023; N. Smith, 2023).

Second, efforts to mitigate economic challenges may differ for Catholic institutions due to more targeted calls for accountability based on their missions. In 2011, the ACCU collaborated with *Inside Higher Ed* to gauge how the 2008 recession influenced short-term and long-term financial considerations at various institutions (Rice, 2011). The report noted Catholic colleges and universities had many of the same financial concerns impacting private higher education, including rising tuition rates and inadequate tuition revenue either due to enrollment or a growing discount rate on tuition (Rice, 2011); however, the Catholic universities chose different means than their nonreligious affiliated counterparts to address shortfalls. For example, Catholic institution leadership chose to dedicate more resources to increasing their endowments and maintaining student services that directly affected current and future students and alumni than other private and public institutions (Rice, 2011).

Furthermore, Catholic institution leadership resisted reducing benefits for employees. These decisions reflect the mission-driven nature of these institutions but may lead to additional financial strains that prompt other strategic decision-making exercises. As an example, Rice (2011) reported Catholic institutions preferred increasing enrollment over significantly increasing tuition and outsourcing nonacademic areas over cutting academic programs and faculty. In addition to maintaining the academic integrity of the school, Catholic schools must find ways to retain the core Catholic mission—to serve the underprivileged and promote the work of the Church while meeting the needs of a growing, diverse student population (Rice, 2011).

Beyond the tangible ways Catholic university presidents prioritize competing budget demands, they must also be attuned to calls of accountability that come from both the public and from within the Catholic Church. In 1990, Pope John Paul II wrote in *Ex Corde Ecclesiae* that Catholic Colleges should “make university education accessible to all those who are able to benefit from it, especially the poor or members of minority groups who customarily have been deprived of it” (para. 34). Prospective students, their families, and critics of higher education have often measured this assertion against the reality for current students and young alumni of rising tuitions and higher student debt loads after leaving college. For the 2021–2022 academic year, the average tuition of all Catholic institutions was \$35,770 (ACCU, 2023). Although 85% of students were awarded some form of financial aid during this time frame, the average net tuition was \$24,094 per year. This total cost of attendance may place considerable financial strain on students and their families.

Furthermore, high price tags of attending these institutions have fueled the narrative that Catholic higher education shows a “preferential option for the rich” rather than a “preferential option for the poor” (Moses, 2014, para. 5). A 2014 article by The Hechinger Report (later printed by *Time Magazine*), entitled “*Catholic Colleges Tell Poor Students: Go Somewhere Else*” was particularly critical of some Catholic institutions (Moses, 2014). In the article’s ranking of the most expensive colleges for low-income students to attend, Catholic institutions constituted 10 out of the first 28 schools on the list. Furthermore, many of the Catholic institutions on the list enrolled a relatively small number of Pell Grant-eligible full-time students, despite some of the highest endowments of all Catholic institutions (Burd, 2014; Moses, 2014).

Although Moses (2014) also noted 5 of the 10 most affordable schools for low-income students were Catholic affiliated, the report and subsequent national reporting has placed

pressure on leaders to revisit their admission and financial aid strategies. For example, La Salle University in Philadelphia announced their *An Affordable Path for All* initiative in 2016, which reduced their tuition cost by 29% as means to provide a more accurate picture of the cost of college and support their LaSallian core value of inclusion (LaSalle University, 2016). This decision followed a year that saw a 12-million-dollar budget deficit and declining enrollment (LaSalle University, 2016). Ultimately, the decision for each campus reflects the interplay of moral and financial considerations and tension between mission and margin.

A third consideration making an exploration of Catholic university philanthropy necessary includes the shifting demographics of current student and alumni populations. Representation of women; religious, ethnic, and racial minorities; and low-income students on Catholic campuses has continued to increase; for example, ACCU (2024) reported a 32% increase in Hispanic/Latino enrollment (i.e., the largest group of students of color) from 2011–2021 at Catholic institutions. In 2021, 45% of students enrolled in Catholic institutions were nonwhite (ACCU, 2023). Past research on the conditional effects of college has indicated religious minorities may experience diminished well-being and decreased spiritual outcomes while attending Catholic institutions (Mayhew et al., 2016). As such, institutional officials need to be proactive in welcoming these traditionally underrepresented groups to campus.

Catholic colleges must engage diverse undergraduates and young alumni while at the same time maintaining a connection with long-time donors who previously encountered a more homogenous and perhaps, “Catholic” campus. In 2012, Boston College administered the Critical Issues in Catholic Higher Education: Presidents’ Survey to explore the attitudes and beliefs of presidents of Catholic colleges and universities about institutional leadership, student religious formation, the Catholic intellectual tradition, and relationship of individual institutions to the

hierarchical church (Greene, 2015). Catholic college presidents expressed concerns that resources would be insufficient to enable an expansion of student formation programming that would address the needs of diverse, non-Catholic, students. Additionally, presidents noted an “apparent disconnect between the students’ and institutional Church’s views on social issues” (Greene, 2015, p. 132). Issues such as LGBTQ+ rights and views on sexual decision making are particularly polarizing and have often become contested issues in residence halls and on campus. Some presidents have also acknowledged the ability of low-income students to participate in formation activities (e.g., retreats) may be compromised due to their need to work while in college (Greene, 2015). These cocurricular observations have signaled some of the complexities of maintaining a connection to Catholic mission when students may be less inclined, by principle or by necessity, to seek out mission-related programming.

In some instances, the philosophical disconnect and overt signs of Christian privilege present in some Catholic college cultures (e.g., food offerings, the construction of the academic calendar) may alienate students (Seifert, 2007). Furthermore, Raymond (2015) contended, “The entirety of a students’ experience will be embedded in his/her emotional connection with the school and will set the tone for advancement overtures decades hence” (p. 13). Advancement officers must find creative ways to partner with campus colleagues to retain established donors while engaging young and more diverse alumni who may not yet have the financial means to donate to the institution, but who will be crucial to the future sustainability of Catholic institutions. Advancement officials may find partners in their student affairs divisions to better help them understand how current students create a sense of belonging and how they make connections to mission (Raymond, 2015).

Student Affairs and the Potential for Fundraising Partnerships

Although all areas of a campus are impacted by budget shortfalls and austerity measures, the programs, services, and activities housed in the student affairs division are particularly vulnerable (Schuh, 2000). In past periods of economic hardship, student affairs functions have been reduced and, in some cases, eliminated (Chang, 1979; Harpel, 1975). Rames (2000) speculated, “Student affairs is perceived as being supportive of, but not central to, the institution’s mission” (p. 71). Student affairs leaders, along with other campus decision makers, need to adapt to the new normal for financial stability and growth; however, constraints against generating revenue make the prospects of mitigating financial declines even more difficult. In the past, universities have softened the impact of budget cuts by establishing higher tuition rates and either mandatory or user fees for a variety of student affairs functions (Rames, 2000). These options have become less viable given the public demand for affordable education and growing competition among institutions to attract and retain students.

Student affairs leaders need to balance fiscal realities and external pressures with the values of the profession and mission of their individual institutions. Lee and Helm (2013) offered the term “student affairs capitalism” (p. 292) to explain the reorientation of student affairs professional practice toward the financial interests of institutions and in turn, an increase in entrepreneurial behaviors. This realignment may create tension and dissonance for those working in student affairs offices, especially at Catholic institutions where administration and faculty may feel a focus on entrepreneurialism is antithetical to their daily work with students and advancing the Catholic mission.

In a study of early career professionals, Lee and Helm (2013) found new professionals discussed entrepreneurialism as a regular part of their current positions; yet, very few enjoyed

the revenue generation aspects of their work. The professional preparation the new employees received did not adequately address the practical realities of budget reductions and the need to develop entrepreneurial skill sets. As the prevalence of student affairs capitalism continues to permeate student affairs, leaders of the profession will need to determine how to best prepare its workforce to (a) demonstrate the value of student affairs programs and to (b) learn the skills necessary to respond creatively to financial obstacles.

Although the challenges are many, the future of funding for student affairs and the learning opportunities afforded to students through cocurricular activities rests in the ingenuity and transformative thinking of campus leaders. Kuk (2012) asserted the challenges “provide a wake-up call to begin to understand and take charge of adaptive changes that have been occurring and to develop new strategies for managing these changes to enhance the effectiveness and efficiency of student affairs organizations” (p. 6). In the spirit of innovation, efficiency, and effectiveness, many student affairs divisions have turned to fundraising as a revenue-generating strategy. Successful fundraising efforts may help to support preexisting programs and provide an opportunity to improve campus life through the expansion and enhancement of student affairs initiatives (Proper et al., 2009). Student affairs leaders have begun to take steps to refocus priorities and leverage campus partnerships to achieve divisional goals.

Over the past 2 decades, student affairs divisions have increasingly dedicated resources to beginning or developing new efforts for fundraising (Romano et al., 2010). A growing number of public institutions have employed a staff member in the student affairs division responsible for fundraising and included student affairs in the overall fundraising strategy for the institution (Crowe, 2011). Institutions with larger student affairs divisions, or more research-oriented institutions, have become increasingly developed in their advancement efforts (Crowe, 2011).

For smaller, private, and Catholic institutions, developing an office dedicated to student affairs fundraising may be cost prohibitive or out of sync with other fundraising efforts. Instead, the nexus of student affairs and advancement partnerships at these Catholic institutions may coalesce around shared interest and missions. Institutional advancement and student affairs divisions have found opportunities for partnerships in parent and family programs offices, alumni relations, student affinity groups, and fundraising for campus-wide strategic initiatives (Penney & Rose, 2001; Savage & Petree, 2015).

Much like student affairs fundraising, parent and family programs are a relatively new phenomenon in higher education. Parent offices view parents as partners who can contribute significantly to the life of the campus through donating their time, talent, and resources (McInnis, 2001). From 1980–2015, the number of campuses who reported having a parent office increased from 10% in 1980 to upward of 50% by 2015 (Savage & Petree, 2015). Furthermore, fundraising is a job function that has grown tremendously since the first national inquiry into parent programs was conducted in 2003. The 2021 Family Engagement and Services at Colleges and Universities (formerly National Study of Parent Programs) survey indicated of the 81% of institutions engaged in active fundraising with families, 35% of respondents considered fundraising a collaborative effort between the family or parent office and advancement (Savage & Petree, 2021).

The 2015 iteration of the National Study of Parent Programs also noted differences between how parent programs were organized on private and public campuses. Savage and Petree (2015) reported private campuses were more likely to locate their parent programs in the advancement division (46.4%) than in student affairs (32.4%). The location and organization of

parent programs and other student affairs fundraising partnerships within the institutional hierarchy likely shapes the kinds of opportunities created (Savage & Petree, 2015).

The Need for Empirical Research

Empirical research that addresses the organization and outcomes of student affairs and institutional advancement partnerships has not kept up with the proliferation of student affairs fundraising initiatives across higher education. Most published literature has been authored by professionals connected to student affairs fundraising who have documented best practices or provided suggestions for starting fundraising operations (Gold et al., 1993; T. Miller, 2010; Miser & Mathis, 1993; Morgan & Policello, 2010; Penney & Rose, 2001). Such work has emphasized individual stakeholder contributions to partnerships but has overlooked the systematic elements of organization that make sustained organizational partnerships and collaboration possible—such as the development of shared values, practices, rewards, and ongoing divisional buy-in (Kezar & Lester, 2009).

Several weaknesses exist in the limited research to date. First, research has often been limited to single-institution studies and best practices. Second, much of the literature has been published in book chapters or scholarly magazines, with less discussion of methods and peer reviews than journal articles (Drezner & Huehls, 2015; Proper & Caboni, 2014). Inquiries that retell best practices may account for specific behaviors but often fail to explain the contextual factors influencing these partnerships (Hora & Millar, 2011). Third and importantly, the literature available has often come from large, public institutions—cultures and contexts that may not be transferable to smaller, private institutions (Sonn, 2010). These studies have not considered how shared values found in Catholic institutions could contribute to how strategic fundraising partnerships take shape and leaders set funding priorities.

Such a lack of empirical research is indicative of a larger concern with research on fundraising and philanthropy within the college and university environment—namely, a dearth of faculty who study the topic and a relatively small number of articles being published in well-regarded, peer-reviewed journals (Caboni, 2010; Proper & Caboni, 2014). The empirical research that does exist has usually been found in doctoral dissertations written by practitioners pursuing degrees to advance administrative careers, thereby limiting their desire to publish or follow up their initial studies (Kelly, 2002; Proper & Caboni, 2014). This unpublished work has also limited the objective research available to future researchers exploring similar lines of inquiry (Caboni & Proper, 2007; Drezner & Huehls, 2015; Lindahl & Conley, 2002).

Regardless of institutional type, strategic fundraising partnerships require two or more distinct entities to move beyond organizational boundaries and functional area silos to achieve a shared goal. One way to explore the nature of these partnerships empirically is through third space theory. The concept of third space has been used in a variety of fields, including cultural studies (Bhabha, 1994), urban geography (Routledge, 1996; Soja, 1996), and language acquisition (Gutierrez et al., 1999; Moje et al., 2004) to describe the nature of organizational spaces that transcend traditional boundaries of thought; understanding; and, in some cases, established physical space. In a higher education context, Hora and Miller (2011) defined *third space partnerships* as “an emerging technical and sociocultural entity distinct from those within the partnership’s home organizations” (p. 16). These partnerships are “new, unpredictable and emergent” (Hora & Millar, 2011, p. 18) and allow the organization to achieve greater outcomes than what could have been achieved without a partnership. Research on partnerships between institutional advancement and student affairs through the lens of third space—and informed by

mission—helps to illuminate how these new entities work and how the Catholic mission of the institution shapes the values, relationships, and operations.

Purpose of the Study

The purpose of this multisite case study was to understand how student affairs and institutional advancement divisions at three Catholic universities structured and created fundraising partnerships. Informed by Hora and Millar's (2011) conceptualization of educational partnerships as third space, I sought to understand the nature and operation of fundraising partnerships at Catholic universities. The focus on Catholic institutions allowed for a directed inquiry that addressed how institutional mission, shared history, and culture shaped the operation of fundraising partnerships.

Third space partnerships exist in environments that are more complex and dynamic than organizational flow charts and job descriptions might suggest (Whitchurch, 2013). Applied to student affairs and institutional advancement fundraising partnerships, third space theory allows student affairs and institutional advancement divisions at Catholic institutions to achieve strategic and mission-related goals they could not readily accomplish on their own. Partnerships may arise from a blending of cultural models, structures and technologies, relationships and routines, and practices that have existed independently in student affairs and institutional advancement divisions or may constitute a new organizational context that transcends traditional boundaries (Hora & Millar, 2011). Research questions guiding this inquiry included:

1. What organizational practices do institutional leaders of student affairs and institutional advancement divisions at Catholic colleges and universities employ to create and sustain partnerships?

2. What are the characteristics of student affairs and institutional advancement fundraising partnerships at Catholic colleges and universities?
3. How do participants in the student affairs and institutional advancement fundraising partnerships at Catholic colleges and universities define effectiveness and success?

Research Design Overview

Given the lack of empirical research on institutional advancement and student affairs partnerships and the need for research on how and why they work, the case study method was appropriate. First, a case study approach allowed me to situate the inquiry within the workplace where the partnerships are negotiated and take shape. This setting was where the phenomena of the third space and its real-life applications were most likely to be revealed (Yin, 1984). The unit of analysis in this case study was the partnership that exists between the student affairs and institutional advancement divisions in three Catholic universities. Each partnership was bounded by the work of at least one individual who served as a boundary spanner between the two divisions.

Second, a constructivist research design allowed me to move beyond what the actual partnerships do to an understanding of how these partnerships operate and why participants behave in particular ways (Hora & Millar, 2011). Lastly, the case study approach allowed for thick descriptions through inductive analysis of multiple sources of evidence (Creswell, 2007). Evidence was collected from interviews, document analysis, and through site visits to each campus. Themes that emerged from multiple sources of evidence led to a better and richer description of the overall topic, which in turn, provides insights for future empirical research.

Study Significance

Understanding student affairs and institutional advancement partnerships at Catholic colleges and universities is important for several reasons. First, student affairs professionals have much to offer institutional advancement professionals. Research has shown student affairs programs—including residence life, leadership training, retreats, student activities, and service learning—greatly influence student engagement and a sense of community during the undergraduate years (Astin, 1985; Cheng, 2004; Kuh et al., 2005; G. L. Martin, 2013; Pascarella & Terenzini, 2005; Pike, 1991; Posner, 2009; Tinto, 1987). Rissmeyer (2010) contended, “The daily work of student affairs lays the groundwork for successful fundraising” (p. 22). Student affairs professionals are among the first people with whom students interact through campus orientation and residential programs. Throughout a student’s undergraduate experience, these professionals encourage student involvement in clubs, organizations, service, retreats, and leadership development. These activities, along with quality academic instruction, lead to students’ greater overall satisfaction with college (Graham & Gisi, 2000).

Second, connecting the undergraduate experience to alumni and donor engagement may prove helpful for increasing engagement with minority alumni, a growing demographic at Catholic institutions; for example, bringing current students of color and alumni of color together can help achieve shared strategic goals through mentoring and career connections for undergraduates and enhanced alumni engagement with the institution (Gasman & Bowman, 2013). Third, student affairs practitioners can assist institutional advancement colleagues by sharing resources connected to mission and identity. In 2007, student affairs educators at Catholic institutions developed the *Principles of Good Practice in Catholic Higher Education*

(Estanek et al., 2017) to socialize new professionals into Catholic higher education. These practices can also be applied to new professionals in institutional advancement.

Institutional advancement professionals also have skills, resources, and knowledge that would benefit their student affairs colleagues. Effective partnerships and long-term planning may help those in student affairs divisions reduce threats associated with budget cuts, economic downturns, and uncertainty while maintaining quality services and care to current and future students. Advancement professionals can identify donors, alumni, family members, and business partners interested in providing sustained financial support for new programs and services (Jackson, 2000). They can also help student affairs professionals develop new skills essential to successful fundraising and donor relations, such as curating proper stewardship for gifts and relaying the importance of philanthropy to current students (Penney & Rose, 2001).

This study represented the first time third space theory has been applied to partnerships involving fundraising on college campuses. Application of third space theory extends the study of institutional advancement and student affairs partnerships beyond an understanding of best practices to a theoretically rich examination of the organization and nature of third space partnerships on Catholic college campuses. The study also advances the need to rethink student affairs work and how divisions that have traditionally operated in silos can work better together to address campus-wide challenges.

Definitions of Terms

Within current literature on student affairs fundraising, several terms are used interchangeably. I offer the following definitions to clarify terms used in this study.

Boundary Spanners

Boundary spanners are people in the workplace who serve as the interpreters, translators, and negotiators of shared spaces. They are the people who make partnerships across divisions possible. Toffler (1970 as cited in Gordon et al., 1993) defined *boundary spanners* as those “skilled in understanding jargon of different groups and can communicate them across groups by translating and interpreting the language of one into the language of another” (p. 144). This study also drew upon Whitchurch’s (2008) notion of cross boundary professionals. Cross boundary professionals negotiate boundaries and display knowledge of more than one functional area to build a strategic advantage in their role.

Fundraising Versus Development Versus Institutional Advancement

Fundraising is defined as “all the programs and activities by which the college or university seeks gifts and grants from private sources to support its programs and to build long-term strength through improvements to its facilities and additions to its endowment” (Worth, 1993, p. 5). Researchers have frequently used the terms *development* and *fundraising* interchangeably; however, I primarily used *fundraising* in this study because the word *development* is often used in student affairs literature to refer to student development theory. In 2012, NASPA—Student Affairs Administrators in Higher Education, a professional organization for student affairs, substituted the word *development* for *fundraising* for their Student Affairs Fundraising and External Relations Knowledge Community, citing similar concerns about creating undue confusion (S. Carlin, personal communication, July 22, 2012).

Rowland (1986) defined *institutional advancement* as “all activities and programs undertaken by an institution to develop understanding and support from all its constituencies in order to achieve its goals in securing such resources as students, faculty and dollars” (p. xiii).

Most campus institutional advancement efforts include a range or hybrid of functions that include alumni relations, fundraising, government relations, and enrollment management (Worth, 1993). I focused primarily on fundraising initiatives but discussed other functions of institutional advancement pertinent to student affairs as they emerged during the study.

Partnership Versus Collaboration

Within existing literature, the terms *partnership* and *collaboration* have been often blurred and not operationalized. Hora and Millar (2011) noted literature on education partnerships has defined partnerships in a variety of ways and in some instances, partnership has been used interchangeably with the term collaboration. Such a lack of definition has led to ambiguity, a lack of categorical clarity, and the inability to select the phenomena under review (Clifford & Millar, 2008). Butcher et al. (2011) distinguished between transactional and transformational partnerships. *Transactional partnerships* are driven by the pursuit of individual purposes. The two partnering organizations are left unchanged by the interaction.

Conversely, *transformational partnerships* are iterative and interactive processes that bring together all partners to “apply critical thinking skills to complex community problems” (Brown et al., 2006, p. 10). For the purposes of this study, I defined *partnership* as a venture formed through an agreement among student affairs and institutional advancement divisional leadership that is intended to accomplish benefits that, alone, the two divisions could not accomplish (Hora & Millar, 2011). Additionally, collaboration is one of many ways in which a partnership could be imagined and described. The two terms were not used interchangeably.

Senior Institutional Advancement Officer

The person primarily responsible for aspects of institutional advancement work on a campus is the *senior institutional advancement officer* (SIAO). This individual may also be

referred to as the senior development officer; vice president for development; or vice president for advancement, depending on the accepted terminology of an individual institution (Worth, 2002).

Senior Student Affairs Officer

The person primarily responsible for all functions and services performed by offices and employees of a student affairs division is the *senior student affairs officer* (SSAO) who may also be known as the vice president for student affairs or dean of students, depending on the evolution of the position at an individual campus (Komives & Woodward, 2003).

Student Affairs

Student affairs refers to a collection of programs and services clustered within a university that are committed to the development of the whole student and the support of the academic mission of the institution (Nuss, 2003). Some student affairs divisions include the oversight of National Collegiate Athletic Association (NCAA) athletics. For the purposes of this study, athletics was not considered a student affairs service. Consequently, fundraising for athletics was out of the scope of this inquiry.

Success Versus Effectiveness

Both success and effectiveness are important in the fundraising profession; however, it was necessary to differentiate between the two terms in this study because *success* is ambiguous and, at times, confused with *effectiveness*. Fundraising effectiveness has been defined as “raising the most money with the least amount of expenditures in a manner that enhances the likelihood that current donors will continue their support and that more donors will contribute” (Duronio & Loessin, 1991, p. 8). Lasher and Cook (1996) made an important distinction between effectiveness and success and contended, “Effectiveness emphasizes performance relative to

fund-raising potential given present capabilities and realities, while success emphasizes performance relative to a predetermined goal in a predetermined time frame” (p. 47). Therefore, success can include progress made on both financial and nonfinancial goals. Given each institution is at different stages of development regarding their student affairs and institutional advancement partnerships, this study explored both success and effectiveness in an effort to better understand the organizational practices employed in the partnership.

Third Space

In a higher education context, Hora and Miller (2011) defined *third space partnerships* as “an emerging technical and sociocultural entity distinct from those within the partnership’s home organizations” (p. 16). These partnerships are “new, unpredictable and emergent” (Hora & Millar, 2011, p. 18) and allow the organization to achieve greater outcomes than what could have been achieved without a partnership. Examples of institutional projects that may operate in third space include university partnerships with K–12 institutions, student affairs and academic affairs collaborations such as living–learning programs, and service-learning partnerships between community organizations and academic departments.

Organization of the Study

This dissertation is divided into eight chapters. In Chapter 1, I introduced the growing prevalence and need for student affairs and institutional advancement partnerships at Catholic institutions, clarified key terms, and explained the purpose of my study. Additionally, I included a brief rationale for a social constructivist and multicase study approach and the significance of the study. In Chapter 2, I review the literature on third space to understand the nature of student affairs and institutional advancement partnerships. I trace the historical underpinnings of third space theory and application of third space to higher education to situate the unit of analysis for

the case study. I first discuss student affairs and institutional advancement as distinct units to provide a context for their roles and functions at Catholic institutions. I then document the evolution of student affairs and institutional advancement partnerships in existing literature, including the small, but growing, empirical research that exists on student affairs fundraising. I also discuss limitations to current literature. In Chapter 3, I introduce the research questions and design, including a review of the methodology and procedures I used to investigate the phenomena of student affairs and institutional advancement partnerships.

The following three chapters provide a thick description for each of the three cases. Readers are introduced to Sodality University, Merton University, and Jesuit University. Each case chapter includes a brief history of the university, an overview of the sponsoring Catholic congregation, and the history and organization of the respective student affairs and institutional advancement divisions. I then address the evolution of the partnership and characteristics of the partnership, including culture, relationships, technology, structures, and routines. Each chapter concludes with a description of how participants defined success and effectiveness.

The penultimate chapter includes a cross-case analysis. I explore themes that emerged that were central to an understanding of the case. The chapter explores the organizational practices that support creating and sustaining student affairs partnerships, the characteristics of partnerships, and definitions of success and effectiveness. The final chapter provides a summary of key findings and discussion of the utility of the theoretical framework, limitations, and recommendations for future research. I also include a best-practice model based on the key findings that can be used to provide a lens for practice. Institutions seeking to begin partnerships or review current practices will benefit from this research-driven best practice model.

CHAPTER 2: LITERATURE REVIEW

Several bodies of literature informed this study of third space student affairs and institutional advancement partnerships in Catholic colleges and universities. First, I review the myriad ways organizational partnerships have been conceptualized in different professional environments. My review emphasizes educational and divisional partnerships on college campuses. I then introduce the concept of third space as way to frame educational and divisional partnerships. I trace the historical underpinnings of third space theory and application of third space to higher education to situate the unit of analysis for this case study.

Embedded in this review is a focus on the concept of boundary spanning. Boundary spanning furthers an understanding of partnerships by focusing on the primary people responsible for the third space partnerships. Second, I use the concept of third space to frame a review of the literature regarding the history and evolution of student affairs and institutional advancement as professions. Third, I included a review of the cultural models, structures and technologies, relationships and routines, and practices that have existed independently for student affairs and institutional advancement divisions. This review provides context for the contributions of each division as distinct entities to the strategic goals of a university.

Fourth, I document the evolution of student affairs and institutional advancement partnerships in the literature, including the small but growing empirical research that exists, and discuss limitations to the current literature. Lastly, I trace the historical roots of Catholic higher education in the United States and emphasized seminal moments in the sector's history that influence the values and mission of present-day Catholic institutions and, to a greater extent, the nature of institutional advancement and student affairs work on Catholic campuses.

Partnerships

Researchers have studied strategic educational partnerships through a variety of fields and disciplinary lenses. From management literature to international affairs to higher education, partnerships have been considered as an acceptable and advantageous tactic to confront the complexity of major challenges in an increasingly networked world (Abramson, 1996; Lendrum, 1995; Rackham et al., 1996; Segil et al., 2002). Several insights from business literature are useful when considering cross-divisional partnerships between student affairs and institutional advancement. Lendrum (1995) defined *strategic partnerships* as, “The cooperative development of successful, long-term, strategic relationships, based on mutual trust” (p. 2) and “relationships which have a further separate and positive impact outside the partnership/alliance” (p. 2). The application of this definition to student affairs fundraising partnerships is relevant given the possibilities for successful revenue generation and wider reaching outcomes; for example, professionals involved in the partnership may use their new relationships, knowledge base, and operating practices to enhance their work outside of the partnership with current students, parents, alumni, and other donors.

The motivations for strategic partnerships suggest both practical and interpersonal advantages that lead to synergy in a workplace. Strategic partnerships formed to yield efficiency, provide flexibility, offer expanded resources, create a sense of interdependence, and result in increased opportunity for personal gratification (Bergquist et al., 1995). Googins and Rochlin (2000) used the term *symbiotic value creation* to describe the synergy of partnerships. The researchers asserted symbiotic value creation creates a dependent relationship in which value is created through a mutually dependent exchange of ideas, effort, and resources between the team responsible for a partnership (Googins & Rochlin, 2000). In the field of product development,

those responsible for partnerships are called a cross-functional team. A *cross-functional team* is, “A group of people who apply different skills, with a high degree of interdependence, to ensure the effective delivery of a common organizational objective” (Holland et al., 2000, p. 233). The ability of cross-functional teams to work in a truly integrated fashion reflects and affects organizational culture (Holland et al., 2000). Additionally, managers who promote a clear mission, recognize and reward team efforts, and champion the partnership to others are essential to ongoing success.

In higher education, the term partnership has frequently been used to describe cross-divisional work between student affairs and academic affairs divisions. In 1998, two student affairs professional organizations—NASPA – Student Affairs Administrators in Higher Education and Association for College Personnel Administrators (ACPA)—listed “forging educational partnerships that advance student learning” (“Good Practice in Student Affairs” Section) as one of their seven *Principles of Good Practice for Student Affairs*. Noting a lack of empirical research on what constitutes an effective academic and student affairs partnership, Whitt et al. (2008) examined partnerships at 18 diverse institutions to identify principles of good practices. Through their multisite case study, Whitt et al. identified seven principles of good practice. Good practice for partnership programs (a) reflects and advances the institution’s mission; (b) embodies and fosters a learning-oriented ethos; (c) builds on and nurtures relationships; (d) recognizes, understands, and attends to institutional culture; (e) values and implements assessment; (f) uses resources creatively; and (g) effectively demands and cultivates multiple manifestations of leadership (Whitt et al., 2008). Whitt et al. (2008) took special care not to conflate “good” principles of practice with best practice. Institution-specific context should determine whether a partnership should exist and what it should look like.

Research on academic affairs and student affairs partnerships has also sought to identify the characteristics of successful partnerships. Schroeder et al. (1999) found partnerships are most successful when they are developed around a common purpose and when stakeholders demonstrate a common commitment to addressing the issues. Senior leaders should be strong, public advocates for the innovation and change. Schroeder et al. also called for cross-functional teams that creatively seek out resources to best meet mutually agreed upon outcomes. Team participants need to step out of their comfort zones, challenge prevailing assumptions, and display both perseverance and resolve to effectively meet the outcomes. Part of creating successful partnerships is also understanding the barriers to partnership. Historical forces such as the specialization of university functions had, over time, helped to breed mistrust and competition for resources among faculty and administrators (Engstrom & Tinto, 2000). Furthermore, cultural differences in how faculty and student administrators are socialized led to different norms of behavior and ways of knowing. To strengthen partnerships between two groups such as faculty and administrators, these barriers and cultural differences must be acknowledged and addressed.

Literature has also explored the scope of student affairs and academic affairs partnerships and how they are organized between student affairs and academic affairs. Expectations for partnerships range from cooperation to collaboration. Cooperative partnerships are categorized by roles and responsibilities of key actors from both divisions staying the same (Engstrom & Tinto, 2000). Collaborative student affairs and academic affairs partnerships require more preparation and imagination. The purpose of a collaborative partnership is to mutually construct vision, goals, and processes that lead to student learning. Roles and boundaries are continually renegotiated, and participants encounter increased levels of complexity and ambiguity.

Since the early 2000s, partnerships such as learning communities and service learning have been touted as prime examples of partnerships between academic affairs and student affairs (Jacoby, 2003; Kuh et al., 2005; B. L. Smith & Williams, 2007). In many cases, senior leadership, revised reward systems, and infrastructure (both physical and financial) have led to partnerships with various levels of success and sustainability. Inkelas et al. (2023) developed a best-practice model to illustrate the building blocks of successful living–learning programs; their model was informed by Maslow’s (1954) hierarchy of needs. The living–learning pyramid reinforced that basic needs of partnerships must be sustained to attain more aspirational goals. The research and understanding of student affairs and academic affairs partnerships can be adopted to other divisions within colleges and universities. Additionally, the nature and success of the partnership can be explored through the third space theory and third space strategic partnerships.

Third Space and Third Space Partnerships

The concept of the third space was first introduced by Bhabha (1988, 1994), an English and U.S. literature professor who wrote on topics of colonialism, race, and identity. Bhabha (1994) focused on the moments and processes that exist between the colonizer and the colonized, and wrote, “These in-between spaces provide the terrain for elaborating strategies of selfhood—singular or communal—that initiate new signs of identity, and innovative sites of collaboration, and contestation, in the act of defining the idea of society itself” (p. 1). In his essay, *Commitment to Theory*, Bhabha (1988) defined third space as the hybridity that occurs when a third moment (or space) emerges from two original moments. *Hybridity* refers to the complex processes of negotiation and translation that must take place to produce powerful culture change (Bhabha,

1988). The two original moments can be manifested in the blending of cultures or peoples brought about by colonialism and globalization.

The third space creates a new shared history that both acknowledges the oppression of the original spaces but also is free of the original space. Implicit in this concept is the rejection of binary or dualistic thinking (Soja, 1996). The third space sets up new structures of authority and new political initiatives produced through the discourse and interactions two people or groups have with each other (Rutherford, 1990). In the in-between spaces, “there is a sense of making the invisible visible, the implicit explicit and of unmasking underlying assumptions to reveal day-today interaction” (Whitchurch, 2012, p. 21). For example, in a third space partnership, a fundraising professional might begin to question why they have always contacted alumni in a certain manner. Working together with colleagues from the student affairs division may lead to the emergence of new communication networks and processes based on welcoming alumni to engage in events alongside undergraduate students.

Third space theory has been used in a variety of ways. Routledge (1996) employed third space to discuss the space that can and should exist between academics and activism. The emergent third space is a moment that fosters critical engagement both within and outside the academy. As a result, research borne out of critical engagement can be experimental, experiential, and imaginative (Routledge, 1996). Other researchers have used third space to explore language literacy (Gutierrez et al., 1999; Moje et al., 2004). In these studies, third space was viewed in one of three ways. First, Gutierrez et al. (1999) viewed the use of third space as a way to build bridges to empower marginalized populations. Second, the third space operates as a navigational space that helps students succeed in different discourse communities. Finally, the

third space can be viewed as a space of cultural, social, and epistemological changes in which competing knowledge and discourses are merged to reshape literary practice (Moje et al., 2001).

Third space has also been discussed in the context of higher education partnerships. S. D. Martin et al. (2011) engaged in a collaborative self-study to learn how hybrid teacher–educators, who work both in college and elementary school settings, foster and mediate relationships to work toward a collective third space. Through reflective inquiry, S. D. Martin et al. developed a framework that supports transformative change in the way teacher preparation programs are designed and implemented. Whitchurch (2008) explored the emergences of third space professionals in the British higher education system. Third space professionals blur the boundaries between professional and academic functional areas in three different ways. Whitchurch’s typology distinguished these three types of professionals: bounded, unbounded, and cross-boundary professionals. Bounded professionals took on functions that had been imposed upon them and were typically concerned with the maintenance of the previously prescribed processes and standards. Unbounded professionals displayed a disregard for boundaries and moved beyond the scope of their position beyond their functional area.

Cross-boundary professionals negotiated boundaries and displayed knowledge of both functional areas to build strategic advantages in their role (Whitchurch, 2013). The description of cross-boundary professionals most aligns with the work of student affairs and institutional advancement professionals engaged in fundraising partnerships because each partner must understand the work of the other division and expectations of their divisional leadership before further developing the partnership. The work is not prescribed because it is new and emergent. Furthermore, fundraising for student affairs should not compete with established fundraising

efforts; therefore, it would be out of scope for partners to show a disregard for the work already underway.

In addition to individuals and their third space roles, campus environments—both physical and virtual—are important factors in the development of third space higher education partnerships. In some cases, organizational charts and resource allocations offer insights into what types of third space partnerships have been developed. Whitchurch (2012) offered a typology of third spaces in higher education partnerships. Integrated space projects are recognized by the higher education institution and are embedded within the organizational structure. Individuals who translate between academic and institutional agendas operate in integrated third space environments. Semiautonomous third space projects are recognized by the institution but are fully or partially funded with outside resources. Individuals operating in these environments are more autonomous and have reported increased rewards and tensions in their roles (Whitchurch, 2012).

Finally, independent third spaces arise out of temporary or individual interactions. These individuals are more detached from existing structures and work is more likely to occur under the radar (Whitchurch, 2012). Whitchurch's (2012) typology helped situate the unit of analysis in my study. Because student affairs fundraising may be a newer phenomenon on Catholic campuses, the partnership may begin as a temporary or limited undertaking initiated by individuals. The short-term partnership may morph into an integrated third space environment once campus leaders agree to sustain the partnership.

The integrated third space as described by Whitchurch (2012) most closely aligns with Hora and Millar's (2011) framework of third space partnerships and the processes associated with forming, supporting, and sustaining the partnership. Hora and Millar (2011) described the

third space of educational partnerships as “new, unpredictable and emergent” (p. 18). Central to their framework was the interplay between individuals and affinity groups. Individuals have mental models or ways of interpreting the world. Those mental models are embedded within the specific organizational and sociocultural environments in which those individuals live and work (Hora & Millar, 2011). Groups of individuals who work in the same area or affinity groups develop a culture that shapes their practices.

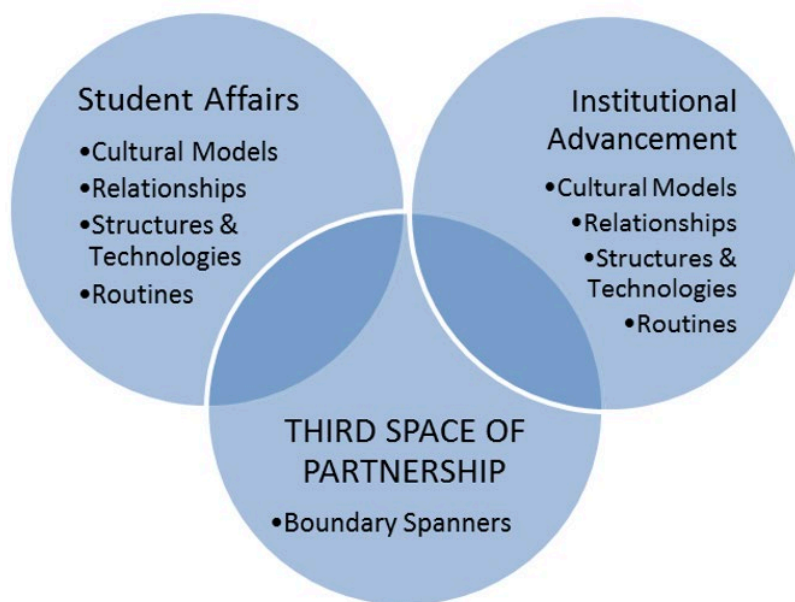
According to Hora and Millar (2011), culture is comprised of four interrelated aspects of organizational life—cultural models, structures and technologies, relationships and routines, and practices. Cultural models are deeply held beliefs or interpretations of the world shared by a group of people. These beliefs are created over time and are reinforced as new people enter the space. Relationships are the key components of cultural life that tie people together and allow aspects of culture (both positive and negative) to spread within the organization. Structures and technologies refer to the programs, policies, and hierarchies found in the organization that determine what behaviors are permissible, rewarded, or discouraged. Finally, routines and practices are the habitual behaviors and traditions that continue to reinforce the cultural model of the group. These four interrelated aspects help an affinity group develop a shared identity.

When two or more affinity groups come together to form a partnership, “individuals from the different home organizations navigate their different preexisting cultural dynamics as they develop the policies and repertoires of practice appropriate for the new partnership” (Hora & Millar, 2011, p. 17). The third space presents opportunities and challenges for the preexisting groups, but over time, these groups begin to develop a new identity that requires creativity and diverse application of knowledge and skills to sustain the partnership. Depending on the scope and length of the partnership, those operating in the third space may begin to develop their own

cultural models, relationships, routines and practices and structures and technologies. Hora and Millar's (2011) third space model served as a way of understanding the mechanisms that promote integrated student affairs and institutional advancement partnerships (see Figure 1).

Figure 1

Third Space of Student Affairs and Institutional Advancement Partnerships



Understanding the motivations of each partner is essential to establishing third space environments. The failure to understand the various motivations of a partner will compromise the process of developing a partnership and meeting the anticipated outcomes of partnership (Hora & Millar, 2011). Some organizations approach partnerships as a means to stabilize the organization in response to environmental uncertainty or assert more influence over another organization (Oliver, 1990). Early student affairs fundraising research identified these types of motivations are important to senior student affairs officers (SSAOs) looking to initiate student

affairs fundraising (Kroll, 1991). These motivations are more concerned with how one's own area benefits more than how a partner benefits. In contrast, some leaders place value on reciprocity and seek common interests in an effort to create efficiencies and better outcomes for both partners (Oliver, 1990).

Hora and Millar (2011) identified a middle ground, *enlightened self-interest*, as a “highly promising motivation” (p. 55) in third space educational partnerships. Through enlightened self-interest, partners look to advance their own self-interest and at the same time, improve the vitality of their partner (Hora & Millar, 2011). The self-interest component of enlightened self-interest incentivizes perseverance through challenging times. Each partner makes a commitment of time, energy, and resources and may have something to lose if the partnership is not successful (B. Gray, 1989). In cases where motivations do not align, those responsible for the partnership may default into decision making that aligns more with their home organization rather than making decisions that benefit the collective (Hora & Millar, 2011).

Once motivations have been acknowledged, partners must decide on the scope of their partnership. Both parties entering into a partnership should have similar expectations for the partnerships. Success may be compromised when parties do not agree on the scope and scale of what constitutes the third space. Hora and Millar (2011) asserted there are three different types of partnership that exist in third space partnership: limited partnerships, coordinated partnerships, and collaborative partnerships (see Table 1). Each partnership type varies on a set of characteristics that includes the nature of the problem (or initiative), expressed goals and objectives, motivations, capacity and resources, desired level of autonomy, and the level of cultural tension expected to occur as the partnership forms. If viewed along a spectrum, limited partnerships tend to be the least complex, short-term, and most loosely coupled, whereas

collaborative partnerships require novel solutions, long-term commitment, and substantial resources. Coordinated partnerships tend to address both technical and adaptive problems and, depending on the context, can take on varied characteristics associated with both limited and collaborative partnerships. Hora and Millar (2011) did not place value on one partnership type over another, but they did advise partnering groups to take an honest appraisal of the resources necessary for partnership. Leaders of each division should take steps and provide resources to set their third space professionals up for success.

Table 1

Characteristics of Hora and Millar's (2011) Types of Partnerships

Characteristic	Limited	Coordinated	Collaborative
Nature of the problem	Technical, routine	Mix of technical and adaptive	Novel and lacking well known solutions
Time required	Short term	Intermediate or long term	Long term
Number of partners required	A few	A few or several	Several
Motivations	Primarily self-interest	Combination	Enlightened self-interest (self and broader collective)
Capacity/resources	Limited	Medium	Substantial
Autonomy	High	Medium	Low
Cultural tensions	Likely to be slight	Likely to be moderate	Likely to be severe
Governance	Top-down	Shared	Shared/Consensus-based

Research has shown partnering across divisions inside an organization is advantageous, as doing so allows distinct entities to accomplish strategic goals that would be more difficult to accomplish in isolation. Still, understanding motivations, creating the right conditions, and appreciating the processes that sustain partnerships is essential to effectiveness of the endeavor. Both Whitchurch (2012) and Hora and Millar (2011) attempted to understand the process and steps that lead to partnerships. In this study, I identified both motivations and the organizational

practices established to create and sustain third space partnerships. I explored both initial motivations for partnerships and the evolution of motivations over time. Changes to motivation could impact the practices over time and may elucidate tensions that exists between partners. Tensions that arise during a partnership may also have positive outcomes if partners “hold the tension in life-giving ways” (Palmer, 2011, p. 45). For Catholic institutions, enlightened self-interest for student affairs and institutional advancement partnerships may coalesce around more than fundraising. Enlightened self-interest may include creating lifelong relationships with students, parents and donors focused on the Catholic tradition of the institution, along with the shared mission and values.

Student Affairs and Institutional Advancement: History and Professionalization

Having addressed elements of partnerships and third space partnership, I now turn to a review of the two divisions that come together to form partnerships for student affairs fundraising—institutional advancement and student affairs. The following sections provide context for the history and professionalization of student affairs and institutional advancement. This brief review situates the two divisions as distinct sociocultural identities that exist within a larger institution. Although both divisions may align with the institution’s mission and identity, the cultures, relationships, structures, technologies, and routines may resemble that of a counterpart at another institution more than each other. Evidence of the development of student affairs and institutional advancement as distinct professions is a prerequisite to the creation of a third space partnership.

Both student affairs and institutional advancement are relatively new professions within the context of higher education. Over the last 100 years, each has emerged to occupy distinctive spaces within the organizational structure of higher education institutions. In particular,

institutions have elevated leaders in both institutional advancement and student affairs to executive positions, with shared responsibility for executive decision making (Sandeem, 1991; Worth, 2002). Additionally, subunits and specialized areas within each unit have led to development of subcultures and further professionalization. The following sections trace the history and emergence of the two professions and provide a context for the negotiation of partnerships across the functional areas.

An Overview of Student Affairs Divisions

Although some semblance of student affairs practice existed in earlier times, student affairs has been considered widely an invention of the U.S. higher education system (Rhatigan, 2000). The need for student affairs practitioners emerged amid growing diversity in institutional type and student populations. By the late 1800s, the faculty role became more focused on research and scholarship and less on student well-being outside of the classroom (Grace, 2002). This shift led to the creation of the first administrators responsible for student services. Ambler (2000) traced the beginning of the profession to the appointment of LeBaron Russell Briggs in 1890 as the first personnel dean at Harvard. Over the next 40 years, the scope of the personnel dean was expanded and professionalized. The first formal program of study for student affairs practitioners began at Columbia University's Teachers College, and in 1929, the first doctorate in the field was awarded to Esther Lloyd Jones (Nuss, 2003). Professional organizations such as the NASPA and ACPA were founded in 1919 and 1924, respectively (Nuss, 2003).

The *Student Personnel Point of View*, a seminal document in the development of student affairs, helped shape the core values of profession (American Council on Education [ACE], 1937/1949). The original document was published by ACE in 1937 and an updated version was published in 1949. The document provided a framework for the profession by identifying the

functions that constituted student affairs work and a philosophy that placed a primary focus on students' well-rounded development—physically, socially, emotionally, spiritually, and intellectually (ACE, 1937). The authors of the updated version in 1949 identified several generalizations about student personnel work: (a) campus resources are interrelated, (b) organization is required for specialized functions, (c) communication is necessary to provide an appropriate balance between process and administrative functions, (d) student affairs should participate in institution-wide planning and decision making, (e) a balanced staff in terms of gender and professional backgrounds should be a goal in all personnel departments, (f) programs should be evaluated, and (g) effectiveness is determined in part by the institutional setting (ACE, 1949). The 1949 document provided a blueprint for the development of a distinct sociocultural entity of student affairs within growing universities.

Student affairs as a profession experienced massive expansion and growth in the 1950s due to an influx of students coming to college with aid provided by the Servicemen's Readjustment Act of 1944 (more commonly known as the GI Bill). With millions of students attending college, the number of institutions and institutional types increased (Lucas, 1994). Around this time, Mueller (1961) advocated for the development of a centralized personnel division that also allowed for some decentralized functions to reach the largest number of students.

The emergence of personnel, or student affairs divisions, continued into the 1960s and 1970s in response to the increasing complexity of campus life. Student affairs administrators responded to campus issues such as civil rights, free speech, the Vietnam War, and court challenges to *in loco parentis* (Manning et al., 2015). The complexity of these issues led to calls to clarify the roles of student affairs staff members and promote the work within the larger

structure of the institution. Chandler (1973) advocated for the position of vice president of student affairs to be held by an administrator who reported to the chief executive of the campus. The vice president of student affairs would supervise three subfunction areas—managerial, student development, and judicial control. Chandler’s proposal for transition and organization reflected the needs of the times, but the ability of student affairs to respond to the needs of individual students and external forces at play remained a reoccurring theme for years to come.

Similar adjustments to the function and professionalization were made from the 1970s to the 1990s, which Thelin and Gasman (2011) called an era of “adjustment and accountability” (p. 16). Federal legislation addressing equity for women and accommodations for persons with disabilities added legal and reporting skills to student affairs professionals’ portfolios. Recessions in the later 1970s and early 1980s also added to calls for accountability and clarity around what constituted efficient and responsible use of university funds. Consequently, student affairs operations were called to demonstrate how they contributed to the overall university and assess their contributions. These calls have continued, especially in times of financial crisis (Thelin & Gasman, 2011).

Part of the answer to these calls for accountability was an increased emphasis on how student affairs professionals contribute to student learning through the development and facilitation of cocurricular experiences. Articles such as *The Student Learning Imperative* (Calhoun, 1996) and *Powerful Partnerships* (NASPA, American Association for Higher Education, & ACPA, 1998) reaffirmed many of the principles of earlier documents such as the 1937 and 1947 versions of the *Student Personnel Point of View* in that student affairs educated the whole person through a focus on learning, personal development, and collaboration.

By the late 1990s, NASPA and ACPA once again partnered to articulate guidelines of good practice in student affairs. Blimling and Whitt (1998) listed seven principles of good practice:

(a) engaging students in active learning, (b) helping students to develop ethics and values, (c) setting high expectations for learning, (d) assessing outcomes to improve student and institutional performance, (e) using resources to achieve institutional goals, (f) collaborating to advance student learning, and (g) creating inclusive communities. (p. 13)

This call for collaboration is both a good practice and necessity. Shrinking departmental budgets, rapidly changing technology, and renewed calls for accountability have required new ways of thinking about successful practice.

Student affairs partnerships with institutional advancement could be viewed as the next steps in the evolution of the principles of good practice. In *Rethinking Student Affairs Practice*, Love and Estanek (2004) made a case for shifting the current paradigm focused on traditional assumptions of dualistic thinking—the artificial creation of boundaries and the highlighting of difference across boundaries—to one that values dualisms, transcends paradigms, recognizes connectedness, and works through paradoxes. Central to this shift is the development of relationships that cross boundaries and pervasive leadership. Love and Estanek (2004) defined *pervasive leadership* as the “individually generated relationships and actions among members throughout an organization focused on struggling together to influence and promote organizational learning and accomplish positive changes to benefit the common good” (p. 38). As relationships continue to cross boundaries, leaders of those efforts will need to create the conditions that support cross unit interaction.

Such potential for collaboration and interpretation is closely linked to the job function of boundary spanning; however, few studies have specifically applied the boundary spanning

construct to higher education and student affairs. Pruitt and Schwartz (1999) surveyed SSAOs to assess their efforts as boundary spanners. All participants reported they engaged in boundary spanning activities such as representing the university and student affairs; acquiring resources; and designing, managing, or performing operations at high levels. Pruitt and Schwartz also reported SSAOs find boundary spanning activities in student affairs decisions, between administrative divisions, and among student constituencies as highly essential to their work. Boundary spanning external to the institution was rated as moderately important. All four types of boundary spanning would be essential to the work of student affairs development officers given their need to raise money and work with students, parents, donors, and alumni.

As the student affairs profession seeks to reorganize for partnership across divisions, the processes and strategies by which this effort occurs will vary by institutional type. Hirt (2006) conducted a study of the differences and similarities in work life among student affairs administrators at different institutional types. Hirt found in research universities, professional work tended to be focused within one's chosen functional area due to the size and complexity of the research institution. The work tends to be more specialized as compared to professional colleagues at smaller comprehensive or liberal arts institutions. Additionally, the functions of the student affairs division tend to be more decentralized, allowing individual units to be more nimble and responsive to day-to-day concerns.

Conversely, change at the divisional level may take longer and is dependent on the politics and bureaucracy of the division and institution (Hirt, 2006). On these campuses, the addition of student affairs fundraising offices and officers are necessary given the specialized nature of all units and less support for the work of generalists—a job function more suited to student development professionals at smaller institutions. Interactions and relationships among

student development professionals at research institutions reflect the specialized and decentralized nature of the institutions. Professionals may have strong working relationships with colleagues in the same unit but are less likely to forge relationships across divisions and functional units within student affairs. Hirt (2006) contended the lack of relationships across areas may breed competition between offices for resources.

Student affairs professionals at religiously affiliated universities and secular institutions also experience some differences in their work environments. Hirt (2006) found the work of student affairs professionals at nonsecular institutions most closely resembled the work patterns at liberal arts colleges, but a few notable differences emerged from her analysis. First, more time is spent teaching students in and out of the classroom at religiously affiliated colleges. This focus on student learning contributes to a highly student-centered approach to education. Secular student affairs professionals reported a less bureaucratic environment with fewer layers between leadership and new professionals (Hirt, 2006); however, the professionals rated their campuses as more centrally managed. Additionally, there was a strong desire among SSAOs to hire employees “who are knowledgeable about the specific religious heritage of the institution and have a willingness to work within the context of the mission of the institution” (Estanek et al., 2011, p. 161).

Most campuses have a political climate that influences decision making and the development of policy. At Catholic institutions, the political climate is often connected directly to the politics embedded within the Catholic Church (Hirt, 2006). In other words, the overarching Catholic mission often influences campus decision making and at times, may come into tension with the values of the student affairs profession. For example, the 2016 iteration of a survey completed by SSAOs at Catholic colleges and universities found LGBTQ+ issues

emerged as the most important issues SSAOs believed their institutions faced related to Catholic identity (Estanek, 2017). Issues of inclusion such as same-sex marriage, transgender student housing, and reproductive health benefits all present tensions for Catholic campuses. Student affairs professionals may perceive a slow pace of change, the tendency to be more reactive than proactive, and a cultural norm to maintain the status quo (Hirt, 2006). Conversely, those employees deeply connected to the religious heritage of the institution may find incongruence between their personal values and those espoused by the student affairs profession (Bryant & Craft, 2010).

In many ways, student affairs professionals at religiously affiliated campuses are interpreters (Hirt, 2006). At times, they must interpret their work to internal audiences (e.g., students and faculty) and at other times to external audiences (e.g., parents, alumni, and trustees). The campuses tend to be close-knit communities, so the work of interpreters usually leads to close-knit relations between employees. Hirt's (2006) survey respondents frequently employed terms such as "partner," "team," and "collaboration" to describe their efforts establishing relationships with faculty, parents, and student affairs colleagues. Similarly, Bryant and Craft (2010) stressed the importance of "relational interconnectedness" (p. 35) as a primary facilitator of meaningful work. Finally, rewards for student affairs professionals at denominational institutions also tend to be more intrinsic than extrinsic; however, those who work at denominational schools have reported less resentment over lower pay, longer workdays, and limited resources than those on secular campuses.

Hirt's (2006) overview offered insights into the how the culture, relationships, structures, and reward systems at Catholic campuses may influence the way student affairs professionals would approach a third space partnership. Interpretation of the student affairs point of view to

both internal and external constituents is a primary job responsibility of student affairs professionals at Catholic campuses. As such, student affairs professionals “see themselves as bringing different campus elements together to work on behalf of students” and “interpret for others how their work is tied to institutional objectives” (Hirt, 2006, p. 60). Advancement professionals on Catholic campuses may be able to leverage the knowledge and skills of their student affairs counterparts in creative ways to connect more traditional alumni to present-day students. However, the effectiveness of the partnerships will also depend on how well student affairs professional understand the distinctive cultural features of institutional advancement.

An Overview of Institutional Advancement Divisions

Philanthropic giving to higher education in the United States dates to the private, religious-affiliated colleges founded during the colonial era. In 1641, William Hibbens, Hugh Peter, and Thomas Weld visited London, England on behalf of Harvard College to raise money (Worth, 2002). Several years later, Harvard began to engage alumni in annual giving. Early fundraising efforts were tied to the public good and helped to connect colleges and universities to the needs and interests of their local communities (Walton, 2008). During this early stage of fundraising, most efforts relied on personal relations. No guiding strategy was apparent, and no fully dedicated staff existed.

By the early 1900s, higher education began to adopt a method of fundraising, complete with fundraising professionals (Worth, 2022). Much of the innovation and transformational developments of the period are attributed to the work of Charles Sumner Ward, a YMCA executive from Chicago, Illinois who employed prospect lists, matching gifts, and competitive strategies to fundraise (Worth, 2002). In 1914, the University of Pittsburgh hired Ward to help raise 3 million dollars, thereby becoming the first of many institutions to use his strategies to

plan and execute a development program (Worth, 2002). Advancement programs grew in sophistication over the first half of the 20th century. The main contributions of this time period included a continuous focus on fundraising strategy, the development of ongoing relationships with donors, and the professionalization of the practice. By the second half of the 20th century, most private institutions had continued to formalize their development operations and hire full-time staff fundraisers. In 1974, the Council for the Advancement and Support of Education (CASE) emerged as a leading professional organization for higher education professionals (Worth, 2002).

Although most early fundraising efforts began at private institutions, public institutions have increasingly needed to create an infrastructure to seek new sources of support beyond state appropriations. Worth (2002) reported in 1971–1972, private support for public education represented 21.6% of the total of 1.6 billion dollars given to higher education. By 2007, public institutions raised 46% of all private support to higher education (Council for the Aid to Education, as cited in Bass, 2010). Many public institutions established foundations to receive and steward private gifts and to hold and manage assets (Bass, 2010). The University of Kansas began this practice in 1891 with the creation of the Kansas University Endowment Association, and many public institutions have followed suit since the late 1970s.

At most institutions, the vice president for institutional advancement oversees a diverse group of operations that include alumni relations, major gifts, planned giving, annual fund, comprehensive campaigns, foundations support, external relations, and communications (Worth, 2002). Some institutions centralize their advancement operations under a central administrator who oversees all aspects of the fundraising, whereas others operate in a decentralized model in which each school, college, or area has their own fundraising office (Drezner, 2011). The ways

in which a division is organized may directly influence the effectiveness and success of the overall endeavor. Stevick (2010) contended although institutions strive for an integrated system, all too often different departments within institutional advancement “operate in virtual isolation, with an almost antagonistic attitude toward one another” (p. 57).

Over the last 20 years, three major trends have shaped the current landscape of institutional advancement: (a) the growth of collective and individual higher education fundraising efforts, (b) the introduction of the business model to manage higher education practice, and (c) increasing subspecialization of the field (Worth, 2002). Colleges and universities must compete for philanthropic resources with a growing list of charities and causes (Elliott, 2006). As a result, institutions must spend more money to make money. Institutional advancement has become an international operation, with more and more attention paid to a smaller group of wealthy donors who can give larger sums of money—leading to a “narrowing” (Worth, 2002, p. 29) of the fundraising pyramid.

In 2023, colleges and universities raised \$58 billion, an increase of 14.5% from 2019 totals (Kaplan, 2024). Alumni contributed 26.6% of all voluntary support compared to 14.7% of nonalumni individuals and 64.7% of foundations, corporations, and other organizations (Kaplan, 2024). As the demographics of college-going populations shift, colleges and universities will need to expand their donor base and better understand the needs of historically underrepresented minority groups such as communities of color and LGBTQ+ alumni (Drezner, 2011). Published research in recent years has paid closer attention to the giving patterns and traditions of communities of color and the community of LGBTQ+ donors (Drezner, 2013; Drezner & Garvey, 2016; Garvey & Drezner, 2019; Gasman & Bowman, 2013). It remains unclear,

however, whether advancement professionals at Catholic institutions have put this research on underrepresented minorities and LGBTQ+ donors into practice.

Also in coming years, the use of technology to aid in data collection will be of primary importance to the further integration and specialization of institutional advancement efforts. Birkholz (2008) wrote, “Like the emergence of volunteer-driven fundraising and the creation of voluntary associations, data mining is the next great breakthrough in the fundraising industry. Its impact on development will be as great as any change in the past 50 years” (p. xiv). The collection of data will also assist as specializations like student affairs fundraising become more prominent. Institutions who invest in well-integrated data management systems can link data from a student’s undergraduate academic and cocurricular involvement to their alumni file. Maintaining records of students’ cocurricular affiliations and key events during their matriculation can help build and maintain meaningful relations with alumni well after their graduation (Rissmeyer, 2010).

The evolution of student affairs and institutional advancement over the last 100 years has followed a similar trajectory. Both functional areas support the academic mission of the institution through engagement with students and engaged constituents. Both areas exist in a centralized, decentralized, or hybrid state depending on the history and culture of individual campuses. In most cases, the chief officer in both areas holds a central administrative role on campus. As the scope and necessity of the work increased, both areas became increasingly professionalized. Preparation programs and professional organizations developed to grow and support professionals as they become socialized into their respective fields. Additionally, job functions have increasingly become specialized to respond to changes in the large higher education landscape. Having traced the evolution of both areas as separate spaces, I now turn to

literature that addressed the current state of student affairs and institutional advancement partnerships.

Student Affairs and Institutional Advancement Partnerships as Third Space

The prevalence of student affairs involvement in fundraising has grown over time. Literature and research from the 1990s revealed a variety of perspectives and practices regarding student affairs and institutional advancement collaboration. A 1993 study of senior student affairs officers (SSAOs) found the majority of SSAOs had not been asked to assist in soliciting funds and most SSAOs seemed ambivalent about fund raising as an aspect of their job (Terrell et al., 1993). However, the overwhelming majority thought they should be involved in fundraising (Terrell et al., 1993). Writing from the perspective of a college president, Shay (1993) warned some college presidents may view SSAO involvement in fundraising as a “diversion from primary responsibilities” (p. 17) or a “misguided incursion” (p. 17). Fygetakis and Dalton (1993) conducted an educational fundraising survey and found over 85% of respondents did not have an institutional advancement officer assigned to student affairs. For most institutions, little to no collaboration was reported, and student affairs fundraising efforts tended to be independent of institutional advancement (Fygetakis & Dalton, 1993).

By the early 2000s, student affairs professional organizations began to acknowledge the growing prevalence of student affairs fundraising through funded research and publications. In 2001, NASPA published a resource for student affairs staff members entitled, *Dollars for Dreams: Student Affairs Staff as Fundraisers*. This resource was one of the first nationwide attempts to educate student affairs administrators about the principles and practices associated with campus fundraising efforts. Penney et al. (2019) edited a second NASPA publication in 2019 on student affairs fundraising. Penney and Rose (2001) reported the result of the 1997

NASPA Survey on Fundraising for Student Affairs, a limited survey of 150 member institutions. Of the 72 NASPA member institutions who responded, 85% of their student affairs divisions were involved in fundraising on their campus and 4% were considering or were in the process of establishing a fundraising function for student affairs. Of these respondents, 30% already had a full-time person dedicated to the student affairs division, with over half of people reporting to student affairs. Parents and targeted alumni groups constituted the main donor group for this collaborative fundraising approach, which addressed a variety of funding opportunities from special needs to capital campaign priorities (NASPA, 1997 as cited in Penney & Rose, 2001).

Since the 1997 NASPA study, the prevalence of student affairs fundraising has continued to grow. Crowe (2011) sent questionnaires to CSAOs who were voting delegates of NASPA at 4-year public institutions with an enrollment of over 5,000 students, inquiring about their development and fundraising practices. Results indicated over 40% of public institutions employed a full-time staff member in the student affairs division responsible for fundraising. Student affairs divisions within larger and research-oriented institutions were more developed in their advancement efforts than smaller institutions (Crowe, 2011).

Beyond documenting how many institutions participate in dedicated student affairs fundraising, more recent literature has focused on the benefits of and necessary conditions for increasing collaboration. This literature has also reflected a growing interest and desire to establish partnerships between student affairs staff and institutional advancement staff. Miller (2010) viewed student affairs and development as “natural partners” (p. 4) and “powerful allies” (p. 4) in the identification and cultivation of current parents of students and alumni donor prospects—especially for targeted programs for first-generation college students and enhanced student wellness. In a qualitative study of presidents and vice presidents of development and

student affairs at comprehensive colleges, Arminio et al. (2010) found a university's strategic plan and institutional mission, the president's leadership style, a student-centered philosophy, and a value of partnerships all influenced the process and priorities of collaboration. Arminio et al. recommended student affairs professionals receive thorough training that establishes a clear role for their involvement in the solicitation of gifts. Furthermore, SSAOs should seek meaningful and frequent involvement in strategic planning processes so strategic priorities of student affairs are well-represented in comprehensive campaigns (Arminio et al., 2010).

Another factor in determining the quality and integration of student affairs and advancement partnerships is whether institutional fundraising efforts are centralized or decentralized. In a centralized structure, institutional advancement works with various schools, offices, and divisions to set priorities, and advancement professionals subsequently initiate the fundraising for the entire campus. In a decentralized model, the student affairs division hires a fully dedicated or partially dedicated advancement officer to fundraise for student affairs priorities. This person works in partnership with the advancement office so reporting structures are clearly defined and understood (Morgan & Policello, 2010). The ideal candidate in a decentralized model is a midlevel professional with experience and training in both educational fundraising and student affairs who has the "philosophical and operational understanding of student affairs necessary to articulate priorities, visions and plan" (Miser & Mathis, 1993, p. 300). Additionally, internal candidates from the student affairs division who have strong and longstanding relationships with alumni may take less time to acculturate to the fundraising role (Morgan & Policello, 2010).

Beyond institutional benefits and structure, literature has also connected the skill sets of student affairs administrators to those of development officers. Student affairs administrators and

development officers have parallel skills sets in that they are called to understand the needs of the constituents and must be willing to try new ways to do their work (Penney et al., 2019). In particular, relationship building is a central characteristic of the work that takes place between and within the two divisions (Morgan & Policello, 2010). Gold et al. (1993) stated, “Transferable talents from Student Affairs work to educational fundraising activities include people skills, community-building skills, personal growth orientation, leadership capability, counseling and mediation skills, and ability to convey enthusiasm for the institution” (p. 106).

Furthermore, student affairs administrators’ training in human development theory can particularly be effective when working with young alumni (Rissmeyer, 2010). Although there may be transferable skills sets, student affairs administrators may have difficulty actually asking donors for money (Arminio et al., 2010). Student affairs development officers can help mitigate this discomfort by providing training on the basics of fundraising to other student affairs administrators (Morgan & Policello, 2010). Toffler (1970 as cited in Gordon et al., 1993) called this type of person a “boundary spanner” because they are “skilled in understanding jargon of different groups and can communicate them across groups by translating and interpreting the language of one into the language of another” (p. 144). As such, the idea of boundary spanning appears to be central to the work of student affairs development officers.

Existing Empirical Student Affairs Fundraising Research, Limitations, and Future Inquiry

Beyond the literature published through professional organizations and edited books, most of the empirical research regarding student affairs fundraising can be found in unpublished doctoral dissertations. Since 1991, at least 10 dissertations have focused on how fundraisers and student affairs divisions have worked together (Crowe, 2011; Field, 2011; Fresk, 2012; Fygetakis, 1993; Hendrix-Kral, 1995; Hillman, 2002; Kellogg, 1996; Kroll, 1991; Miller-

Schuster, 2014; Rovig, 2008) or how student affairs fundraisers define success (Fresk, 2012; Schoencke, 2005; Sonn, 2010). Most of the doctoral students who conducted these studies were practitioners in advancement or student affairs. Typically, these dissertations were never published in peer-reviewed journal articles or book submissions. Still, the dissertations provided useful insights into the elements of student affairs and advancement fundraising partnerships and how to structure both quantitative and qualitative research designs to better understand the topic. Prior dissertations informed this current inquiry in four ways: (a) they provided insights into the types of student affairs fundraising projects and initiatives institutions endorse; (b) they uncovered elements of partnerships (e.g., enlightened self-interest, relationships, and cultural considerations) consistent with Hora and Millar's (2011) third space of partnership framework; (c) they contributed to an understanding of the definitions and characteristics of successful partnerships; and (d) they offered insights into the differing contexts of student affairs fundraising partnerships at private and public institutions.

First, prior research has detailed the initial motivations for student affairs fundraising partnerships and the types of projects and initiatives they were intended to fund. Over time, there has been a shift from describing partnerships as project-based toward an endeavor that is more comprehensive in scope. Dissertations from the 1990s identified women and minority student programs, career planning and development, alcohol and substance abuse programs, creative arts or performing arts programs, building projects, or recreation-related activities as the areas where joint fundraising was feasible (Fygetakis, 1993; Hendrix-Kral, 1995). Typically, these partnerships would be agreed upon and executed by divisional leadership (Fygetakis, 1993; Kroll, 1991). Fygetakis (1993) found most SSAOs and senior institutional advancement officers viewed their partnerships as positive and cooperative; however, the scope tended to focus on

individual projects rather than initiatives that warrant more sustained efforts, such as those embedded in capital campaigns (Hendrix-Kral, 1995).

Hendrix-Kral (1995) used survey design to examine the role of the capital campaign in the fundraising success of student affairs offices and whether partnerships exist beyond the capital campaign. Although their respondents agreed student affairs should have more involvement in fundraising initiatives, a lack of a team approach to sustainable partnerships was cited as a reason why student affairs fundraising efforts had not progressed further than the periphery of capital campaign efforts (Hendrix-Kral, 1995). Additional research highlighted the need for a team approach and the desire to connect the fundraising priorities to the strategic priorities of the institution (Sonn, 2010). Furthermore, findings of several studies indicated student affairs and institutional advancement partnerships can be more advantageous in expanding fundraising potential among niche student groups, parents, and other family members (Miller-Schuster, 2014; Schoencke, 2005; Sonn, 2010). This shift from individual projects to more developed and sustained efforts requires a deeper understanding of the conditions that support partnerships.

Prior dissertation research has also provided insights into the conditions that allow for successful fundraising partnerships, many of which are consistent with the components of Hora and Millar's (2011) third space educational partnerships. Several researchers cited relationship building, both formal and informal, as an important driver of successful partnerships (Crowe, 2011; Fresk, 2012; Sonn, 2010). These informal relationships allow for more nimble work when formally planning and staging alumni and fundraising events (Sonn, 2010). The positive working relationships forged between the two divisions rely on clear, consistent communication and reciprocity (Kellogg, 1996; Miller-Schuster, 2014). Miller-Schuster (2014) wrote, "Moving from

short-term, episodic relationships to more pervasive partnership required understanding of the role of each division, including expectations and outcomes. This involved providing professional development and opportunities for cross-training and information sharing” (p. 105). Joint databases and staff development were cited as useful examples of information sharing (Miller-Schuster, 2014).

Studies have also keyed into differences between limited, coordinated, cooperative, and collaborative partnerships and the variance in time, effort, and resources each level of partnership entails (Miller-Schuster, 2014; Sonn, 2010). Sonn (2010) used Tierney’s (1988) framework for organizational culture and Kezar’s (2003) definition of collaboration as lenses to view student affairs and development collaboration at three private universities. Indicators of successful collaborations included the support for institutional mission within the partnership, the existence of productive partnerships that transcend student affairs and institutional advancement relationships, and the creation of a vision of partnership that more efficiently identifies cultivates and solicits new donors (Sonn, 2010). For each institution in Sonn’s case study, the partnership was mutually beneficial to both divisions. Sonn (2010) concluded, “Collaborative relationships are inextricably tied to organizational culture and student affairs and development subcultures” (p. 453). These studies supported Hora and Millar’s (2011) notion of enlightened self-interest as a motivating factor in a third space partnership. Additional evidence of enlightened self-interest can be found in Kellogg’s (1997) qualitative study of student affairs and alumni professionals at seven Missouri colleges and universities. Partnerships included sharing resources such as the cost of programming and the time dedicated by members of each staff when working on programs that involve both current students and alumni (Kellogg, 1997).

A third way in which prior dissertation research informed this study was by identifying the indicators institutions have used to define successful collaboration. Researchers have defined success both as metrics connected to revenue generation and by those that assess the quality of the partnerships. In her interviews with SSAOs and senior institutional advancement officers, Miller-Schuster (2014) found indicators such as (a) dollars raised, (b) number of personal visits, (c) total number of contacts, (d) how many solicitations and closes, and (e) how many new major gift prospects were identified and qualified were all considered indicators of success. Using a quantitative approach, Rovig (2008) found the amount of funds raised was significantly higher for student affairs divisions with at least one part-time development officer reporting to the development office. Additionally, institutions that also included directors and associate directors of other student affairs offices (e.g., the career center and student activities) increased the amount of funds raised (Rovig, 2008). These results speak to the importance of creating a culture of philanthropy that permeates the student affairs division and the greater campus community.

Although the aforementioned studies varied in their findings on how institutions define and measure success, there was general consensus that no one indicator will provide an adequate accounting of student affairs and institutional advancement fundraising success. Institutions must look at the needs they are attempting to address through revenue generation. For example, Rovig (2008) found divisions that engaged in fundraising primarily to alleviate budget constraints, raise revenue, or add prestige raised less money than those who were more connected to campus-wide fundraising proprieties and the ongoing development of these services. Sonn's (2010) multisite case study of private institutions identified multiple ways to define success. Successful partnerships transcended student affairs and development relationships; supported overall institutional mission and fundraising goals; facilitated outreach to parents, alumni, and other

donors; and benefited both the student affairs and development units (Sonn, 2010). The various findings offered insights into interplay between short-term fundraising goals and long-term outcomes that may only be achieved through sustained partnership and culture change.

Finally, previous research provided insights into how institution type plays a role in the prevalence and nature of student affairs fundraising partnerships. A pair of studies used the same survey instrument to investigate how fundraising was organized at the institutional and student affairs levels, the relationship between student affairs and institutional advancement offices, student affairs preparation for participating in fundraising activities, and the effectiveness of identified practices (Crowe, 2011; Fresk, 2012). Crowe (2011) administered the survey at public institutions, whereas Fresk (2012) replicated the study with private, 4-year institutions and compared results of the two institutional types. Fresk found student affairs involvement in development was more limited than in public institutions. She attributed the difference to the prominence of centralized models of development at private institutions as opposed to the greater majority of decentralized models at public institutions (Fresk, 2012).

Respondents reported a variety of challenges, including a lack of resources, training, and preparation and power dynamics in the institution that could be considered barriers to growth. Similar to Crowe (2011), Fresk (2012) acknowledged establishing a culture that promotes giving and fundraising activities across divisions is essential to student affairs fundraising success. Fresk concluded private institutions should consider defining success based on identified needs, advocating for student affairs inclusion in capital campaigns, maintaining strong relationships across divisions, increasing training activities, and employing best practice models. Their research indicated institutional size and mission plays an important role in the nature of student affairs and institutional advancement partnerships.

On the whole, these dissertations contributed to the knowledge base of student affairs and institutional advancement partnerships by providing insights into the breadth and depth of partnerships that exist in public and private institutions. The research also provided insight into the perspectives of divisional leaders as to the nature of and rationale for partnerships; however, there are four main limitations and gaps in the research. First, these prior studies varied widely in the prevalence and saliency of the theoretical frameworks employed to ground the studies. In particular, several dissertations focused less on a theoretical framework of partnership and more on identifying the phenomenon (Crowe, 2011; Fresk, 2012; Hendrix-Kral, 1995; Kroll, 1991). Another study employed a theoretical framework that had been applied to higher education from business settings (Fygetakis, 1993), but business-oriented models may not effectively capture the organizational context of higher education institutions. The current study aimed to use third space theory as it had been applied in education settings (Hora & Millar, 2011; Whitchurch, 2013) to specifically address the nature of partnerships between student affairs and institutional advancement divisions.

A second limitation in the prior dissertation research was the wide array of indicators used to measure successful partnerships. In some studies, success was based on self-report of the vice president or other campus leaders being interview or surveyed. Other studies included a more concrete definition of success, such as total dollars raised to serve as an indicator of fundraising success (Crowe, 2011; Fresk, 2012). This data point alone does not accurately portray the variety of factors that contribute to success in student affairs fundraising.

Fresk (2012) called for follow-up qualitative studies to explore the range of indicators used to measure success. Additionally, Crowe (2011) prompted future researchers to include qualitative methods that would “unveil the particulars of specific efforts, unique challenges, and

successes” (p. 104) to enrich an understanding of student affairs fundraising and contribute to the design of a better-constructed survey instrument. In this study, I responded to Crowe’s call by examining both the success and effectiveness of fundraising partnerships. This current study provided a more robust picture of the partnership that accounted for present capabilities and realities that have existed previously for Catholic campuses.

A third critique of prior research, including dissertations, involved the reliance on self-reported information from divisional leaders (Miller-Schuster, 2014; Sonn, 2010). By privileging the voices of divisional leaders, the perspectives of the third space professionals—or boundary spanners who are responsible for the day-to-day work of the partnership—are missed. Sonn (2010) acknowledged additional research is necessary to expand the scope of inquiry beyond divisional leaders and student affairs fundraisers to include others involved in successful student affairs fundraising partnerships. Sonn recommended interviewing department heads in student affairs, members of institutional advancement staff, student leaders, and board members.

Furthermore, additional information is needed to learn about the subcultures that influence and shape partnerships. Fresk (2012) contended, “Success in securing funding does not reside solely within the individual assigned to the work; instead, it requires all members of the staff to consider how their work contributes to the development of fundraising efforts” (p. 90). The current study sought to provide a more holistic view of student affairs fundraising through third space theory. I incorporated the voices of institutional stakeholders beyond divisional leaders. Specifically, more information is needed about the day-to-day work of boundary spanners who make partnerships possible and how those colleagues who work closely with boundary spanners contribute to the overall success and effectiveness of the partnership.

Finally, although previous studies have addressed differences between public and private institutions, no study had specifically explored student affairs fundraising specific to Catholic higher education. The history and shared mission of Catholic education may provide and more nuanced and directed impetus for the creation of third space partnerships between student affairs and institutional advancement. The final section of this literature review traces the historical trajectory of Catholic higher education in the United States, and the shared mission and values shaping the culture of these institutions. Insights into history and culture lead to a deeper contextual understanding of third space fundraising partnerships on Catholic campuses.

Catholic Higher Education

Catholic higher education has evolved from an enterprise primarily concerned with preparing future clergy to one responsible for educating Catholic laity. Current Catholic higher education has aimed to educate a diverse and secular group of students (Garrett, 2006). Founded in 1789, Georgetown University was the first Catholic university in the United States. Georgetown was one of 42 Catholic schools established before 1850 with a primary mission to educate future clergy. Due to no mechanism to raise money or garner philanthropic support, only 12 of these 42 schools have survived as of 2001 (Hutchison, 2001). Between 1850 and 1900, the Catholic population of the United States increased dramatically, from 2 million in 1850 to 12 million by 1900 (Hutchison, 2001). During this time, Catholic institutions began to adapt their curriculum to reflect their new demographic, Catholic laity. At the same time, church officials began to confront what some viewed as a divide between Catholic teachings and the burgeoning focus on scientific inquiry in universities around the world. In 1887, Saint Louis University became the first Catholic College to offer a 4-year traditional curriculum. The Catholic University of America was founded in 1889 as a research institution dedicated to integrating the

call to faith and the methods of research and scholarship. Shortly after, the Association of Catholic Colleges and Universities (ACCU) was established by Monsignor Thomas J. Conaty, the Rector of The Catholic University of America. He was appointed the first president of ACCU at its first meeting in 1899.

By the turn of the 20th century, Catholic higher education enrollment continued to expand, and 53 additional colleges were founded by 1950 (Garrett, 2006). Many of these institutions were women's colleges. This era of Catholic higher education was characterized by accreditation concerns. The University of Notre Dame was the only Catholic institution accredited in 1913 and only two others—Fordham University and Catholic University—were recognized as offering college-level instruction. Critics argued Catholic universities were controlled by the church, lacked academic excellence, and were too involved in athletics (Gleason, 1995).

However, the addition and success of football, most notably at the University of Notre Dame, created a sense of loyalty among alumni, brought national recognition, and contributed to fundraising efforts (Gleason, 1995). Other schools tried to emulate the success of Notre Dame athletics, which in turn, fueled criticism that Catholic institutions were too focused on athletics at the expense of developing academic rigor. Changes to curriculum and further development of a graduate curriculum helped Catholic colleges to gain further acceptance and legitimacy through accreditation and honor societies such as Phi Beta Kappa; however, financial resources during the early 1900s continued to be scarce (Garrett, 2006). Foundations such as the Carnegie Foundation and Rockefeller General Education Fund did not support Catholic Colleges. Furthermore, Catholic colleges did not receive the level of support afforded to parochial schools

around the country. Local bishops were wary of supporting colleges without the assurance of “academic quality and religious orthodoxy” (Garrett, 2006, p. 236).

In the 1950s, Catholic higher education felt the impact of the GI Bill just like their non-Catholic counterparts. Over 40 additional institutions were founded between 1945 and 1967 and the existing colleges admitted more students, outpacing the number of clergy members available to serve as faculty and administrator (Garrett, 2006). During this period, laypeople were hired in large numbers to support the growing student population and to serve in support roles such as student affairs and fundraising.

In the 1960s, the Second Vatican Council ushered in an era of Catholic leadership that became more inclusive and acknowledged the secular forces at play in the world. In his 1963 document, *Pacem in Terris*, Pope John XXIII called for Catholics to end their segregation of themselves in the world. This call extended to higher education, as Catholic students began to attend non-Catholic institutions in larger numbers (Garrett, 2006). Through the Second Vatican Council, the Catholic Church promoted the role of laity and encouraged shared governance and administration at Catholic institutions (Hutchison, 2001). At the same time, the numbers of priests and other religious had begun to decline, leading to an infusion of laypeople into Catholic university leadership (Hutchison, 2001).

In addition to the presence of lay faculty and administrators, independent boards of trustees became more widespread and took on significant responsibility for institutional finances and bolstered business practices. Gallin (2001) asserted lay trustees were valuable to fundraising efforts because of their contacts with foundations and corporations. Their experiences in local communities and in some case, their reputations, also promoted the standing of the university among their public and secular counterparts. Lay board of trustee members also insulated

Catholic Colleges against legal threats to the constitutionality of federal aid being spent on sectarian institutions (Gleason, 1995). In a February 6, 1967 *Newsweek* article, the president of Fordham University, Leo McLaughlin, S. J. said, “Putting it bluntly, one reason that changes are being made in the structure of the boards of trustees is money. These colleges cannot continue to exist without state aid” (p. 90). This quote further signified the importance of public and private revenue streams to continued financial health of Catholic institutions.

The embrace of laity and an openness to secularization ushered in an era of in which Catholic institutions negotiated Catholic identity and their distinguishing characteristics. This negotiation has continued as of 2023. In 1967, the International Federation of Catholic Universities met at Land O’Lakes, Wisconsin. The meeting led to a report published in 1973 titled, “The Nature of the Contemporary Catholic University,” which clearly articulated the importance of true autonomy and academic freedom to a Catholic University (Garrett, 2006). At the same time, Catholicism was expected to be a significant part of the school’s Catholic identity. The report was controversial at the time and led to what some called an identity crisis (Gleason, 1995). Gleason (1995) wrote, “The crisis is not that Catholic educators do not want their institutions to remain Catholic, but they are no longer sure what remaining Catholic means” (p. 320).

Pope Paul II offered guidance in 1990’s *Ex Corde Ecclesiae*, an apostolic constitution that called for a stronger and more concrete affirmation of the gospel in university academic and cocurricular activities (Gleason, 1995). The pontifical document also reinforced the responsibility of Catholic colleges to make higher education accessible to underprivileged and marginalized groups. This call for fidelity to Catholic mission created additional impetus for

revenue generation while maintaining affordability for students. Morey and Pideret (2006)

captured the tension this created for Catholic higher education, stating:

Catholic colleges and universities operate in an atmosphere of cultural antagonism and must compete successfully with all other higher educations in order to survive and many of these institutions feel they are trying to do business in the eye of a hurricane of competing demands. (p. 11)

This description reflects the context in which student affairs and institutional advancement units in Catholic institutions approach third space partnerships.

In 2007, ACCU, the Association of Student Affairs at Catholic Colleges and Universities, and the Jesuit Association of Student Personnel Administrators sponsored the development of the *Principles of Good Practices for Student Affairs at Catholic Colleges and Universities*. This document was informed by discussions of *Ex Corde Ecclesiae* and the foundational documents of good practice jointly published a decade earlier by ACPA and NASPA. Good practice for student affairs at Catholic colleges and universities:

- welcomes all students into a vibrant campus community that celebrates God's love for all;
- grounds policies, practices, and decisions in the teaching and living traditions of the Church;
- enriches student integration of faith and reason through the provision of cocurricular learning opportunities;
- creates opportunities for students to experience, reflect upon and act from a commitment to justice, mercy, compassion, and in light of Catholic social teaching to develop respect and responsibility for all, especially those most in need;
- challenges students to high standards of personal behavior and responsibility through the formation of characters and virtues;
- invites and accompanies students into the life of the Catholic Church through prayer, liturgy, sacraments, and spiritual direction;
- seeks dialogue among religious traditions and with contemporary culture to clarify beliefs and to foster mutual understanding in the midst tensions and ambiguities; and
- assists students in discerning and responding to their vocations, understanding potential professional contributions, and choosing particular career directions. (Estanek & James, 2007, pp. 5–12)

Principles of Good Practice for Student Affairs at Catholic Colleges and Universities

sought to form an inclusive community grounded in the living traditions of the Catholic Church (Estanek & James, 2007). Integration of learning experiences in and out of the classroom allows students to reflect on their own character and values while learning about the tenets of Catholic social thought and a commitment to justice. The foundation in Catholic education should assist students in fostering a mutual understanding of other religious traditions and dialoguing with contemporary culture so they can better understand their vocations and potential career paths.

Although *Principles of Good Practice for Student Affairs at Catholic Colleges and Universities* detailed how student affairs professionals should partner with students while they are enrolled, little was stated about what happens when students graduate and how student affairs can leverage the work that they do with students to create enduring relationships.

Furthermore, viewing student affairs work in isolation from other aspects of the university limits the overall impact of integrated, mission-driven learning. Seeking cross divisional partnerships to enhance a lifelong, transformational experience for student educated and formed in the Catholic tradition can be a powerful practice and goal for Catholic Higher education professionals. Chapter 3 describes the research design and methods that were used to study how Catholic universities create third space organizational partnerships between their institutional advancement and student affairs divisions.

CHAPTER 3: METHODS

This chapter provides a description of and rationale for the research methods I used to answer the following research questions:

1. What organizational practices do institutional leaders of student affairs and institutional advancement divisions at Catholic colleges and universities employ to create and sustain partnerships?
2. What are the characteristics of student affairs and institutional advancement fundraising partnerships at Catholic colleges and universities?
3. How do participants in the student affairs and institutional advancement fundraising partnerships at Catholic colleges and universities define effectiveness and success?

First, I provide a rationale for the use of qualitative methods and more specifically, a multisite case study approach. Second, I review the criteria and process of site selection and sampling. In the third section, I explain the process of data collection and modifications to my research design due to the COVID-19 global pandemic. In the fourth section, I discuss data analysis. I conclude the chapter by addressing design quality and rigor, discussing my role as the researcher, and reviewing limitations of the research design.

The Social Constructivist Paradigm

I used a social constructivist approach to answer the research questions. Creswell (2007) defined a *social constructivist paradigm* as one that “seeks an understanding of the world in which individuals live and work” (p. 20). Several factors made a qualitative and social constructivist approach the most appropriate paradigm to study partnerships between student affairs and institutional advancement at Catholic institutions. First, few studies had addressed partnerships between student affairs and institutional advancement divisions. As a result, limited

and incomplete empirical sources of data existed. Second, a deep understanding of the third space of partnership requires a depth and breadth of information that is difficult to attain from a quantitative approach. I designed the research questions to seek a deeper understanding of the workplace while considering how preexisting cultural models, structures, and technologies; relationships; and routines and practices influenced the partnership. Finally, a thick description of the phenomenon required inductive analysis of multiple sources of evidence. Merriam (2009) characterized the social constructivist (or qualitative) approach as one that locates the researcher as the primary instrument for data collection and analysis. Themes that emerged from data analysis led to a better and richer description of the overall topic, which can lead to better application in work environments and avenues for future research.

Within a social constructivist paradigm, a multisite case study was a suitable method to investigate the research questions. A *case study approach* is “an empirical inquiry that investigates contemporary phenomena within its real-life context, especially when the boundaries between phenomena and context are not clearly evident” (Yin, 1984, p. 23). The case study approach was especially useful because institutions have established student affairs and institutional advancement partnerships at different times and in various organizational contexts (Fygetakis & Dalton, 1993). It was subsequently important to investigate student affairs fundraising practices at more than one Catholic institution to better understand nuances of third space partnerships. Employing a multisite case study had the potential to make the results more robust and compelling (Yin, 1984). The multisite case study method also allowed for the collection and comparison of multiple sources of information including document analysis, interviews, and focus groups at multiple institutions.

Because I planned to analyze multiple sources of information at multiple sites for this study, it was important to keep the theoretical framework of organizational partnerships at the forefront of this inquiry. Although case study research allows for some flexibility for modifying the design based on new information, in-process alterations had the potential to inadvertently alter the original theoretical objectives and rigor of the research (Yin, 2009). Stake (2006) asserted a multisite case study should be bound together by some common characteristic or examples of the phenomenon under review. He defined the phenomenon to be studied in a multisite case study as the *quintain*. The *quintain* is the target collection, an umbrella that holds examples of the phenomenon under review (Stake, 2006).

For Stake (2006), a focus on the quintain should supersede the holistic review of the individual cases. The researcher first studies cases in their own situational context and interprets patterns within each case with the goal of analyzing cross-case findings to better understand the quintain (Stake, 1996). In this study, I used the third space of organizational partnership as the quintain that guided my research. The common phenomenon was seen in various partnerships that exist between student affairs and institutional advancement, including (but not limited to) parent programs, affinity group programming, career center outreach, and fundraising for strategic initiatives.

Study Population and Sample

As of 2017, there were 210 Catholic colleges and universities in the United States that enrolled students in undergraduate programs leading to the attainment of a bachelor's degree (ACCU, 2017); however, not all these institutions were suitable sites to study third space partnerships. To narrow this population down for this study, I adhered to several principles of multiple case study site selection. These principles allowed for the optimal opportunity to learn

about the phenomenon, third space partnerships. Case study design follows a replication logic instead of a sampling logic (Yin, 2009). In other words, the number of cases or representativeness of the cases is not as important as the opportunity to literally or theoretically replicate the results or predict rival explanations. Therefore, the sites selected included conditions that made the inquiry plausible and realistic.

Marshall and Rossman (2006) defined a *realistic site* as one where entry is possible and “there is a high probability that a rich mix of the processes, people, programs, interactions and structures of interest is present” (p. 62). The ability to get close to the phenomenon and processes undergirding the phenomenon was essential. Furthermore, Stake (1996) offered three main criteria for selecting cases in a multisite case study: “1) Is the case relevant to the quintain? 2) Do the cases provide diversity across contexts? 3) Do the cases provide good opportunity to learn about complexity and contexts?” (p. 23). Given these criteria, I decided to draw my sample from the population of Catholic universities with student affairs and institutional advancement units that partner to raise funds for student affairs services, programs, offices, and facilities.

Several additional criteria were used to further limit the population to bound the case study. First, the universities needed to have clearly delineated divisions of student affairs and institutional advancement that hold comparable levels of importance with the organizational hierarchy of the campus. Furthermore, the senior officers in each division had to be direct reports to the president of the university or person with an equivalent executive status. Institutional memberships in leading professional organizations, including NASPA – Student Affairs Administrators in Higher Education, American College Personnel Association (ACPA), and the Association for Student Affairs at Catholic Colleges and Universities for student affairs divisions and Council for the Advancement and Support of Education (CASE) for institutional

advancement divisions served an indicator of well-defined organizational spaces (Sonn, 2010). Professional organizations aid both the professionalization and socialization of professional within student development and institutional advancement divisions (Carbone, 1989; Hirt, 2006).

Resources and networks provided by professional associations contribute to the development of relationships, routines, and reward structures distinct from other divisions on campus. In some cases, employees often develop an affinity to professionals with similar positions on other campuses more than colleagues on the same campus in other divisions. Institutions with a less defined organization reporting structure may experience these partnerships as part of preexisting workflow instead of a new and emergent third space of partnership (Hora & Millar, 2011). Sites also needed to have at least one boundary spanning person, working group, or initiative already in place on their campus. This boundary spanner was located in either the student affairs or institutional advancement division. This criterion was important because the boundary spanning person or working group served as an important informant and helped me situate the third space of partnership (Whitchurch, 2012).

Second, the institutions eligible for inclusion in this study announced or completed a comprehensive campaign that included at least one priority related to the work of the student affairs division. Comprehensive campaigns serve to link the strategic vision of a campus and institutional planning to the funding priorities (Nahm & Zemsky, 1993). Additionally, comprehensive campaigns may include nonfinancial objectives such as strengthened institutional commitment and unity, enhanced future fundraising capability, opportunities to make difficult choices between institutional priorities, and spurred institutional change (Rhodes, 1997). The comprehensive campaign served as evidence of an institutional advancement infrastructure with a demonstrated track record of coordinated fundraising efforts that included student affairs

stakeholders. More importantly, coordinated fundraising efforts may signify that the previous campaigns included intentional processes that guided student affairs and institutional advancement partnerships (Farrell, 2005).

One final criterion to form the population was National Collegiate Athletic Association (NCAA) divisional affiliation. Over 40 years ago, the NCAA began to group institutions with the aim of leveling the playing field in terms of both competition and the policies and operating principles that schools within each classification must follow. NCAA Division 1 institutions manage the largest budgets and are able to grant the highest number of student scholarships (NCAA, 2018). In addition to the budget implications connected to NCAA affiliation, research has shown intercollegiate athletics have a small, but significant, effect on an institution's level of fundraising (Martinez et al., 2010). In particular, a meta-analysis of empirical studies conducted between 1977–2008 found institutions competing at the NCAA Division 1 level of competition were more strongly influenced by the success of their respective athletic programs than institutions competing at other divisions (Martinez et al., 2010). Furthermore, football was a primary driver of giving (Martinez et al., 2010).

As of 2018, 43 Catholic institutions fielded Division 1 basketball programs. Of those institutions, only 12 also had football teams (NCAA, 2018). Beyond the financial implications, intercollegiate athletics played an important role in the development of Catholic higher education and traditions on many campuses. In the early 20th century, Catholic institutions sought to emulate the success of the Notre Dame football team by investing in athletic programs (Gleason, 1995; Massa, 1999). The legacy of that development can be seen in the Big East basketball conference, a collection of predominantly Catholic institutions connected by mission and an extensive athletic tradition (Gasaway, 2021). Given the potential for athletics to influence a

culture of giving and alumni engagement on individual campuses, this study was limited only to Catholic institutions affiliated with NCAA Division 1 athletic programs. Some student affairs divisions include the oversight of NCAA athletics. For the purposes of this study, athletics was not considered a student affairs service. However, the presence of Division 1 NCAA athletics on a campus influences fundraising efforts on a campus (Martinez et al., 2010).

Once the population was determined, I used intensity sampling (M. B. Miles & Huberman, 1994) and operational construct sampling (Patton, 1990) to determine three institutions that served as sites for this multisite case study. My decision to include three cases was based on the purpose of the inquiry and what could be accomplished with the available time and resources (Patton, 1990). Patton (1990) described *intensity sampling* as a strategy that seeks excellent or rich examples of the phenomena of interest, but not necessarily unusual cases. In other words, intense should not be confused with the extreme case. Because student affairs fundraising is a relatively new phenomenon of interest, intensity sampling could maximize learning and provide a comprehensive assessment of partnerships. Theory based or operational construct sampling may also be helpful. Operational construct sampling allowed me “to select on a purposive basis those particular instances of a construct that past validity studies, conventional practice, individual intuition or consultation with critically minded person suggest offer the closest correspondence to the construct of interest” (Patton, 1990, p. 177).

Once institutions were identified, I needed to gain access. This process was complicated by the onset of the COVID-19 global pandemic. Many institutions changed their research policies and restricted access to outside research (Ford et al., 2021). Given my professional role as a student affairs administrator at a Catholic higher education institution, there was a possibility I would have met or known someone on the campuses appropriate for inclusion in the

study. In those cases, I used my preexisting relationships to make first contact. If I did not know someone, I used the person on campus whose work was most aligned with fundraising in student affairs as determined by web research. The membership directory of the Association of Higher Education Parent Program Professionals provided the contact information. Access to two of the three sites came through a personal connection, whereas the access to the third site was forged through a connection made through the Association of Higher Education Parent Program Professionals directory.

Marshall and Rossman (2006) noted qualitative researchers should leverage their authentic, personal interest in topic when attempting to gain access. My energy and enthusiasm for the work associated with student affairs fundraising at Catholic campuses helped me to build a rapport with representative from each campus. I was prepared to submit the appropriate paperwork to the Institutional Review (IRB) for each institution. Although I planned to interact with human participants, the research design did not increase or cause risk to any participant or the institution (Berg, 2009). Each campus had specific processes regarding IRB access; however, for all three sites, I was directed back to the senior officers in each division for final approval. No campus required an application be submitted to their campus IRB committee. Initial conversations with campus contacts and the IRB helped me to develop more formal communication with the senior student affairs officials (SSAOs) and senior institutional advancement officers requesting their participation and permission to conduct the research with members of their divisions. All senior officers understood that their institution would remain nameless in the analysis and reporting of the research.

Forms of Evidence

The case study approach encourages the use of multiple sources of evidence. For this study, interviews, document analysis, and limited observational field notes constituted most of the evidence I collected. Merriam (2009) considered documents “readymade source of data readily accessible to the imaginative and resourceful researcher” (p. 139). A review of documents provided context and helped me to focus interview questions so I could optimize my interview time. A review of the strategic plan for each institution and each division provided me with an understanding the organizational values and how fundraising efforts align with the goals of each division. Finally, I reviewed websites and external communications such as newsletters, event announcements, Instagram posts, and comprehensive campaign materials to identify concrete manifestations of the advancement and student affairs partnerships and boundary spanning activities.

In my consent form for each participant, I included an incentive stating I would donate to an organization of each participant’s choosing to thank them for their participation in the study. At least one participant from each institution selected an institutional fund focused on student affairs fundraising. Once I made the donation, I also received emails and additional solicitations from each university for the remainder of the study.

The analysis of these documents aided my understanding of the types of third space partnership (i.e., limited, coordinated, collaborative) and how they might have evolved over time. The analysis also provided tangible examples of how the two divisions communicated with alumni and donors. The documents, used in conjunction with interviews and observation, provided rich data and increased the rigor of the study. Initially, the research design called for two overnight visits to each institution to better understand the environment and larger

organizational implications of the partnership. Mohrman et al. (1995) advocated for the inclusion of organizational system—the people and practices that exist beyond those with firsthand experience with the phenomenon—within the research design so the researcher is best able to explore the contextual factors in operation. Initial findings of their study of team-based organizations indicated the effectiveness of the teams they interviewed was dependent on the external organizational context. Mohrman et al.'s subsequent site visits included leaders of the business units each team reported to so they could better contextualize the team's effectiveness. Given the usefulness of expanding the scope of inquiry beyond those involved in partnership firsthand, I incorporated interviews and focus groups with those involved directly and indirectly with student affairs fundraising efforts. Both individual interviews with divisional leaders who supervised student affairs fundraising efforts and focus groups with student affairs and advancement professionals who supported fundraising provided further institutional context for the organization and success of the partnership.

However, my initial plan to conduct two site visits had to be altered due to the COVID-19 global pandemic. Beyond considerations connected to travel, the workplace at each institution changed profoundly after the start of the pandemic. More people started to work from home and on any given day, employees may have stayed home to isolate themselves or take care of another person in their household. There was no guarantee I would be able to conduct all the interviews during my site visits. Due to these complications, I submitted a revision to my initial IRB plan to conduct interviews and focus groups online and with the assistance of videoconferencing. The approved changes provided greater flexibility to include participants who engaged in remote work or could not be on campus due to quarantine or isolation expectations during the COVID-19 global pandemic.

Additionally, research had emerged that addressed the methodological and epistemological considerations given the increased use of videoconferencing for qualitative interviewing during the COVID-19 global pandemic (Archibald et al., 2019; L. M. Gray et al., 2020; Howlett, 2022; Lobe et al., 2020). L. M. Gray et al. (2020) noted Zoom video conferencing was viewed favorably among participants and researchers given the ease of use, enhanced personal interface, accessibility, and potential to save time due to less travel requirements. These studies also provided recommendations and best practices for conducting effective qualitative interviews using online digital platforms. The inclusion of video conferencing as a viable option to conduct interviews also made two site visits unnecessary. As a result, I visited each campus at least once to conduct transient observation and review documents that could not easily be obtained through electronic means.

Given the myriad ways organizational partnerships between student affairs and institutional advancement on campuses manifest themselves (i.e., alumni relations, parent programs, affinity group programming), I was aware smaller working groups may exist on individual campuses that focus their work through more intentional ways. For their original case study on third space partnerships, Hora and Millar (2011) identified three criteria for identifying working groups embedded within the larger organizational partnership. First, the working group must have ownership and accountability for meeting at least one aspect of the greater partnership goal. Second, the smaller working group must have representation from at least two different administrative units. Finally, the working group must meet at least three times to chart progress and meet their goals. These criteria can be applied to the current inquiry. Through initial conversations with my campus contacts, I identified the members of the working group, or boundary spanners, that contributed toward the effectiveness and success of fundraising for

student affairs. To prepare, I conducted pilot interviews in advance of the first round of interviews to help me refine interview protocols and better understand how and when I should use supporting documentation.

My first round of interviews included 21 interviews with the boundary spanners responsible for student affairs fundraising and senior leadership from the student affairs divisions and institutional advancement divisions who oversaw the partnership. Each participant received a welcome email from me to explain the study and invite them to participate. Once they agreed, each participant received a consent form and brief survey to collect factual, demographic information. All consent forms and survey were received before the interviews were conducted. At the conclusion of the first interview, I asked the participants if there were other people on campus or in their division to whom I should reach out to participate in the study. This snowball sampling (M. B. Miles & Huberman, 1994) helped me to generate a list of colleagues from both divisions who should be invited to participate in focus groups. Between the first and second rounds of interviews, I identified initial themes from the data collected from the first interviews. This analysis helped me to shape protocols for my second round of interviews. I shared the initial themes in follow-up interviews with working group leaders during a second interview. Of the 21 people initially interviewed, 18 agreed to return for a second interview.

Hammersly and Atkinson (1995) indicated it could be advantageous to get different stakeholders in a room together and watch who talks about which topic. To that end, I planned to conduct a virtual focus group for stakeholders at each campus. Murphy (1980) wrote, “By observing people interact, you might get an idea of power relationships, decision making processes, current issues, pressing crises, management styles, important actors, standard procedures, attitudes towards clients and agencies, levels of enthusiasm, general climate and the

like” (p. 114). A facilitated, shared conversation allowed for the observation of interaction cues and nonverbal behaviors. The focus group was also used as an opportunity for member checking. Hanson (1999) wrote, “You have the opportunity to tell people what you mean by a certain concept, to clarify any questions or misunderstandings interactively and then ask people about specific questions” (pp. 110–111). Based on the names suggested to me by participants in my first round of interviews, I extended invites to 12–15 people from each campus and offered multiple times for department heads in the student affairs divisions and colleagues from institutional advancement who maintained donor databases and monitored who was cultivating donors for specific institutional needs to participate. The response to the focus groups was very poor. No more than five people responded to my multiple email inquiries, and no more than three people attended each focus group. At one campus, I decided to offer an individual interview to the three people who agreed to participate but who could not find a common time to meet. For these individual interviews, I used a hybrid interview protocol from the first interview and focus group protocols.

For all interviews and focus groups, I used to Zoom as the videoconferencing software. Zoom provides transcripts, audio, and video recordings of each interview. I started with the transcript provided by Zoom and then listened to each audio recording for individual interviews to clean the original transcription. For focus groups, I rewatched the video while correcting the transcription. Each participant either provided me with a pseudonym or I created a pseudonym to maintain anonymity and confidentiality. Each participant received a copy of their interview transcript. Only one participant requested a specific portion be redacted or not included as a direct quote in the study.

Data Storage and Security Procedures

Case study research necessitates extensive cataloguing of interview transcripts, artifacts, and researcher notes. To help organize and secure all the various evidence, I developed a case study database. Yin (2009) made an important distinction between the case study database and the narrative presented in case study report. The database preserved primary materials so reviewers and other researchers can inspect the raw data I used to formulate the case study report (Yin, 2009). The case study database also strengthened reliability by maintaining a chain of evidence. The chain of evidence allows any reader to “follow the derivation of any evidence from initial research questions to ultimate case study conclusions.” (Yin, 2009, p. 122).

To preserve the chain of evidence, I recorded all interviews and focus groups through Zoom videoconferencing and stored them in a password-protected file. I also retained password-protected electronic files of all email communication that occurred throughout the duration of the study. All documents (including consent letters, copies of transcriptions, memos, and institutional documents) were also maintained in an electronic file. Any hard copy material is in a locked office. I also organized and categorized my own notes throughout the course of the study so that they can be retrieved during later stages of analysis (Yin, 2009). At the conclusion of the study, I will scan and electronically store all hard copies of documents associated with the study. These hard copies will be destroyed 7 years after publication of this dissertation.

Data Analysis

Once the raw data were collected, organized, and prepared, I conducted an analysis of each case. Creswell (2007) used the imagery of a spiral to describe the data analysis process. This process of describing, classifying, and interpreting is repeated continuously and aids in the process of developing codes. I used NVivo—a computer-assisted qualitative data analysis

package—to store, organize, and code the data through directed content analysis (Berg, 2009). Directed content analysis allows for the use of analytic codes and categories derived from existing theories relevant to the research (Berg, 2009). Given the theory of third space partnership, my initial codes included cultural models, structures and technologies, relationships, and routines and practices. Beyond these initial codes, I remained open to incorporating additional codes that emerged from the interviews, transient observation, and document analysis.

These emergent themes prompted the exploration of additional literatures pertinent to an understanding of student affair fundraising partnerships at Catholic universities. During the analysis, analytic memos helped me to monitor “the unusual insights that move the analysis from the mundane to the obvious to the creative” (Marshall & Rossman, 2006, p. 161). I completed within case analysis of evidence collected from each university before cross-case analysis (Merriam, 2009). Through cross-case analysis, I developed assertions based on case findings and providing evidence of newly understood relationships (Stake, 2006).

Data Quality

I strived to increase validity and reliability to the study through triangulation, modified member checks, and peer review. Merriam (2009) asserted an audit trail and rich, thick description of the research design, methodology, analysis, and related strategies allows the reader to contextualize the study and determine to what extent their institutions match this research context and, ultimately, whether the findings can be transferred. I addressed and clarified researcher bias by reviewing analytic memos and sharing findings with a peer reviewer. Murphy (1980) wrote, “The fresh eye of a neutral colleague, not caught up in the evaluation, can identify problems with the data and interpretations that someone knee deep in the analysis cannot see” (p. 71). In addition to peer review, I provided each person I interviewed with a summary of key

conclusions gleaned from their interview and an opportunity to review their transcript. I included both within-site and cross-site analysis in the final report. Additionally, each person interviewed, including the vice presidents of academic affairs and student affairs, will have access to an electronic copy of the study.

Limitations

The study had several limitations. First, although my intention was to include voices of those who lead, participate in, and are affected by student affairs fundraising partnerships, I acknowledge some important voices were missing from the analysis either due to access or logistical limitations. For example, the person responsible for parent fundraising at one of the three institutions did not respond to my invitation to participate in the study. Beyond student affairs and institutional advancement, other campus leaders' voices (e.g., the president, trustees) may have furthered an understanding of how student affairs fundraising is viewed in relation to other fundraising efforts. Arminio et al. (2010) noted the president's perspective and leadership style may influence the organization and prioritization of fundraising partnerships. Without these voices, I may have missed important aspects of how partnerships are rewarded and recognized by campus leadership beyond student affairs and institutional advancement. Although I anticipated it would be difficult to access executive leadership, I attempted to seek senior leadership's view of the support (or lack of support) they received from their respective presidents.

My access may have also been limited by the potential for turnover in both student affairs and institutional advancement divisions (Penney & Rose, 2001). Individuals crucial to the development of partnerships may have no longer been employed at the institution at the time of data collection. When possible, I attempted to locate employees who left their positions, and

most ultimately agreed to continue in the study. Finally, this research design did not account for the motivations of alumni and other donors to the institution. My interview protocols included questions about donor motivation and engagement, but there is a chance the perceptions of those working at the institution do not match the lived experiences of those who are solicited for gifts.

A second limitation was the subjectivity of terms such as effectiveness and success as they were used in the research design. Prior studies of student affairs fundraising have employed a variety of metrics and explanations to measure and explain successful and effective fundraising partnerships (Crowe, 2011; Fresk, 2012; Rovig, 2008). In this inquiry, I left those terms to participants to define. This range of responses had the potential to inform findings but may have complicated cross-case analysis. Subjectivity also came into play when exploring topics related to mission and Catholic tradition. A 2011 survey of SSAOs at Catholic colleges and universities found SSAOs did not expect new divisional hires to be knowledgeable about Catholic social and moral teaching but did expect them to have knowledge of the founding order of the institution (e.g., Jesuit, Franciscan) and express a willingness to support the mission (Estanek et al., 2011). This distinction between church teachings and mission may have played a role in how student affairs (and institutional advancement) employees view their work and how they approach mission-driven partnerships.

A potential final limitation should also be considered a strength of this study. At the time of this research, I had worked in a student affairs division at small, religiously affiliated colleges for 22 years. I was also raised Catholic and attended a Catholic university as an undergraduate student. The institutional type, my direct experience with student affairs spaces, and my personal experiences with the Catholic Church all had the potential to bias my role as an interviewer, observer, and analyst. At the same time, my experience in Catholic higher education helped me

to gain access and develop trust with my participants. Most participants across the three student affairs and institutional advancement divisions positively responded to my inquiry on the topic of student affairs fundraising and looked forward to learning from the findings.

I addressed the potential for research bias by documenting and interrogating my own positionality. Positionality “requires that both acknowledgment and allowance are made by the researcher to locate their views, values, and beliefs about the research design, conduct, and output(s)” (Holms, 2020, p. 2). For example, my exposure and understanding of student affairs work was much greater than knowledge of the daily work of institutional advancement professionals. During my interviews, I made sure to ask clarifying questions and not make assumptions when speaking with student affairs participants. Conversely, I assessed my previous experiences with my institutional advancement colleagues to understand where bias or distortion presented in those interactions. To ensure a reflexive approach to mitigating researcher bias, I maintained an audit trail, composed memoranda to identify biases during the data collection process, and shared results of data analysis with a peer reviewer (Sonn, 2010).

Summary of Methods

This chapter described a multisite case study design for my study of partnerships between members of student affairs and institutional advancement divisions at Catholic colleges and universities. I first addressed epistemological underpinnings of my research design. I then explained my lens for determining site selection, including justifications for limiting the population to Catholic institutions affiliated with Division 1 athletic programs and who had distinct student affairs and institutional advancement delineations. Next, I outlined my methods for conducting the study, including the collection and analysis of data and steps to ensure quality. I concluded with a discussion of limitations.

CHAPTER 4: SODALITY UNIVERSITY

As with many other Catholic educational institutions in the United States, Sodality University emerged out of humble beginnings as an all-boys high school and transformed itself into a national, doctoral-granting university. The institution was founded in the 1850s and did not confer collegiate degrees until the 1880s. Enrollment began to increase after the Civil War, and by the 1870s, the college president created an alumni association with the intended purpose of supporting and improving the school. Around the same time, the infrastructure of the campus took shape, and at one point, an institutional building was the tallest structure in the city. To this day, financing for the campus expansion has remained somewhat shrouded in mystery. Limited records exist regarding how the university president secured funding and paid off debts. By the turn of the 20th century, the institution was known for its applied sciences, and by 1910, a school of engineering was added. In 1920, the school revised its charter to become a university. During the decade, Sodality University conferred its first degrees to African American students and women attended evening and weekend school programs. During this time, Sodality University also cemented its connection to its city by providing major support during several natural disasters that befell the community.

In the years between World Wars I and II, the university expanded but faced several financial challenges. By the early 1930s, the School of Education, a College of Law, and premedical training were all in operation. The first residence hall was built during this time and university leaders made investments in athletic facilities to support baseball, football, and basketball, though expansion was stunted by the financial crisis of the late 1920s. The Great Depression reduced enrollments from 995 in 1927 to 465 in 1935, the year in which women were allowed to enroll on a full-time basis. By 1937, women were fully integrated into all academic

programs. The presence of women in the student ranks allowed the university to remain open during periods of financial hardship including the Great Depression and World War II. During this time, a lack of alumni support (who had also felt the effects of the depression) and a decline in total assets led to the closure of the College of Law in 1935.

Since its beginnings, Sodality University was sponsored by the Society of Mary (i.e., the Marianists), which was responsible for all university affairs until 1924. The subsequent creation of Associate Lay Board of Trustees allowed for laypeople to take a more active role in university operations, though policies impacting students and faculty remained in the sole purview of the Marianists. Faculty took a more active role in shared governance in 1957 through the establishment of the Lay Faculty Council and began to be named to deanships and other campus leadership positions as the number of qualified members of the Society of Mary shrunk. In 1970s, the charter of the Board of Trustees was amended to allow lay members to join the Board. In 1971, the Sodality University welcomed two women to join the Board of Trustees for the first time in the institution's history.

The period of greatest change took place in the decades after World War II; enrollment doubled from 3,700–7,500 in a span of 25 years. During this period, the institution was led by a dynamic president who was credited with ushering the institution into the modern era by expanding research funding and adding a considerable number of faculty. Graduate programs also restarted in 1948 and benefitted from the infusion of high-quality, research-oriented faculty members. The rapid expansion of lay faculty during the volatile era of the 1960s also led to some public disputes about the role of academic freedom on a Catholic campus. The president's leadership galvanized a movement to broaden interpretations of Catholic doctrine and religious interpretation within the curriculum.

From its beginning, Sodality University, its host city, and the local business community were inextricably tied to each other through periods of economic growth and decline. As businesses left the city starting in the 1970s, Sodality University had the opportunity to grow its footprint when the physical locations abandoned by industry and workers were taken over by the university. These acquisitions transformed the student experience through the addition of unique housing units that have continued to be a boon for both admission and alumni engagement. Angela, the director of alumni relations and constituent engagement, commented, “I feel like whether you graduated 50 years ago or 5 years ago, there is a common set of values that’s coming out of our institution and part of that is rooted in our unique, living opportunities on campus.” The residential experience has been a main driver of the community feeling deeply connected to the mission of the institution. Bernadette, a member of the advancement division, also commented on community, noting, “A brand is a promise, and the university really does deliver on that promise of community.”

However, up until the last 30 years, most students were Catholic and would classify as middle-class socioeconomic status. Cindy, a student affairs administrator interviewed for this study, said Sodality University’s current recruitment strategy had evolved since the 1980s. She said:

You know, it probably much like much of the high schools, Catholic schools where you don’t have, you know, it’s not the wealthiest of the wealthy. You know, it’s a lot of middle-class people that are trying to send their kids to good, faith-based schools. Over time, the recruiting strategy changed. We grew, and we also got some more, I think the median income got a lot higher. So, the composition changed a little bit, which ultimately, those folks now have moved on in their alumni now, and now we’re we are getting more Pell-eligible students. We’re, you know, we’re trying to. I think, get a little bit back toward our roots plus the recruitment pool itself is shrinking. So, we’re trying to figure out what’s the appropriate balance. How can we maintain our size, our budget, but also be more of a school of opportunity.

In Fall 2022, Sodality University enrolled almost 12,000 students. During this time frame, about 75% (or 8,000) were full-time undergraduate students and nearly 2,000 were first-time, 1st-year students. In all, 45% of undergraduate students were from in state, 52% of students identified as men, and nearly 80% were white. Five percent of students identified as Black, 7% were Latinx, and less than 1% of students were international. Approximately 15% of students were Pell Grant eligible, and 10% classified as first-generation college students. The overall 1st- to 2nd-year retention rate was 88%, though the retention rate was lower for Latinx students (80%) and Black students (79%). The 6-year graduation rate was 81% overall but was similarly lower for Black and Latinx students. Sodality University's current recruitment strategy of additional Pell-eligible and first-generation college students has been connected to some of the giving opportunities student affairs and institutional advancement personnel have incorporated into institutional funding priorities. As of Fall 2022, 98% of recent graduates reported being employed, in graduate school, or in a full-time service program within 6 months of graduation.

In 2021–2022, Sodality University's tuition was \$45,000 dollars, an increase of about \$2,000 dollars from the 2018–2019 academic year. The average net price of attendance was \$30,000, a decrease of \$3,000 from 2018–2019. Institutional data from the 2020–2021 academic year also indicated that 96% of undergraduate students received some type of aid, 19% received federal grants, and 19% also received Pell grants. Most core revenues for the institution came from investment return (40%). Private gifts accounted for 4% of core revenues, which was lower than its Integrated Postsecondary Education Data System comparison schools. Tuition and fees accounted for 26% of core revenues. Sodality University spent more on an annual basis on student services and less on research and instruction than the Integrated Postsecondary Education Data System comparison schools. At the close of fiscal year 2022, the endowment had declined

4% to \$770 million dollars. Despite the small decline, Sodality University outperformed other institutions during a weak market year and placed in the top quartile of college and university endowments based on the 2022 National Association of College and University Business Officers – Teachers Insurance and Annuity Association Study of Endowments, and in the top 20 of Catholic universities in the United States.

Sodality University holds Carnegie Classification is a research university with high research activity (formerly an R2) and includes five schools: the College of Arts and Sciences, School of Education and Health Sciences, School of Engineering, School of Business Administration, and School of Law. The College of Arts and Sciences and School of Business Administration were the two largest schools for undergraduates, and the School of Education and Health Sciences enrolled the largest number of graduate students during the 2021–2022 academic year 2022. Also, in the 2021–2022 academic year, about 28% of undergraduates graduated with a business degree, and engineering, health sciences, and education were also popular majors. Sodality University employed 645 full-time faculty members and an additional 323 part-time instructors at the time of this study. In addition to faculty, Sodality University employed 1,418 staff members and administrators during this time frame.

Sodality University has been led by its current president since 2016. Upon arriving, the president aimed to boost the national reputation of Sodality University. Within his 1st year as president, a strategic visioning process took shape and culminated in guiding commitments. During the speech to celebrate the kick-off the new strategic visioning process, the president cited the guiding commitments as the impetus for Sodality University to be a “university for the common good.” These commitments included keeping the university accessible and affordable to all students and creating a more socioeconomically and racially diverse community. The plan

also outlined priorities for reflecting servant leadership, enhancing interdisciplinary research, advancing graduate programs, and supporting faculty and staff development. This vision for Sodality University led to the development of the most recent comprehensive campaign, and the public phase of this campaign launched in April 2023.

The Catholic Identity of Sodality University

Sodality University is one of three universities in the United States connected to the Marianist tradition. Marianists, or The Society of Mary, was founded in France in 1817 by the Blessed William Joseph Chaminade. Chaminade looked to the teachings of Saint Ignatius to inspire his ministry. He sought to revive the Catholic church in France after the French Revolution through small communities of religious and laypeople working together (Association of Marianist Universities [AMU], 2019). After spending 3 years in exile in Spain, Chaminade returned to France and began to form apostolic communities—one of those communities was dedicated to education and the formation of teachers. The Marianist philosophy of education emerged from this community. According to AMU (2019), “The Marianist inspiration—grounded in community, based on faith, aware of the needs of others, bringing the message and person of Jesus to others—has informed the spirituality and philosophy of education of the Marianists to this day” (p. 8). As a result, a Marianist education (a) educates for the formation of faith; (b) provides integral quality education; (c) educates in a family spirit, (d) educates for service, justice, peace, and the integrity of creation; and (e) educates for adaption and change (AMU, 2019).

A key component of the Marianist mission that filters down into the fabric of the culture for both student affairs and institutional advancement is notion of extending hospitality. Hospitality is afforded to students, faculty, and staff alike and serves as the impetus for

relationship building required for partnerships and the pursuit of a shared mission. The notion of hospitality has also been a connection to recent discussions of equity and access as the university has sought to welcome a more diverse student body. Cindy, the Assistant Vice President for Student Affairs, shared how the pull to community and hospitality drives relationships on campus, stating:

Well, we are a Marianist institution, and Marianists are very much about community. So, it's really hard to say we're gonna sit over here in our circle, and you sit over there in your circle, even though all institutions are siloed. There tends to be a feeling, a pull to collaborate when possible, or to get together to have this community approach to our families and our students. We can't do that unless we work together even though we still march in our own direction. Much of the time, if we need to deal with something that is troubling, we come together and we can troubleshoot together. We don't always like the outcome. We don't always like each other, but everybody has a seat at the table, and it doesn't matter if you're a coordinator who's been here 4 months, or if you're the vice president who has been here for 30 [years]. You have a seat at the table and you're a part of that community. For the moment, you are there to troubleshoot that issue. So that's how the mission impacts pretty much I would say most of what we do.

Although fewer Marianist priests current work and reside at Sodality University, the mission has endured through campus ministry, residential student outreach, and mission-driven professional development. At the time of this study, three Marianist priests were active members of a large campus ministry staff. According to the Sodality University website, many campus ministry staff members live in campus residence halls. The Marianist priests also maintain a house in a highly coveted student residential neighborhood. This proximity to students gives them the opportunity to have a presence and to program around mission. Mid-career faculty members participate in seminar program to study Marianist tradition and spirituality. The vice president for mission/rector also offers mission-based staff retreats to introduce new staff members to the Marianist tradition.

Student Affairs at Sodality University

The earliest vestiges of student affairs functions at Sodality University date to the 1920s and 1930s as the student newspaper, clubs, and organizations and student orientation took shape. At this point in its history, students worked directly with the Marianist brothers and sisters to negotiate boundaries, rules, and regulations. After the proliferation of the student population in the 1950s, the university entered a period of student unrest that paralleled national collegiate movements. Students wanted more freedoms and more of a say in the decision-making processes affecting their lives at the institution. Modest changes to residential rules were followed by larger demonstrations against mandatory reserve officers' training corps participation and advocacy for civil rights. During this time, some campus traditions that have continued to this day were imbued into the student experience and have remained a unifying mechanism for alumni of all generation including a large, community wide celebration during the Christmas season.

After the unrest of the 1960s and 1970s, institutional leadership acknowledged a need to professionalize their administrative efforts to begin to combat campus concerns such as alcohol use, excessive partying, and sexual violence. These issues were exacerbated by the layout of a student neighborhood, which the current senior student affairs officer (SSAO) and other student affairs administrators in this study viewed as both one of the greatest assets of the institution, and one of the greatest challenges. Additionally, both admission and alumni engagement personnel viewed the residential neighborhood as an asset, and students viewed living in a house in the neighborhood during their upper-class years as a rite of passage. Many of the memories students recalled from their undergraduate years were enhanced by the community created in the residential area. Sodality University admissions highlights this neighborhood in print material and during on-campus tours to generate excitement and to paint a picture of the student

experience. For student affairs administrators, the creation of community in these areas has often included alcohol, parties, and disputes with non-university affiliated neighbors. Most public safety concerns and problematic behaviors addressed by student affairs personnel stem from this residential area.

By 1982, a wellness curriculum was put in place for students and further investments were made in campus ministry, service opportunities, and entrepreneurship to round out the student experience more fully. In recent years, the Sodality University Division of Student Affairs has adopted a diversity strategic action plan to meet the needs of a diversifying student body. The plan includes key performance indicators that address professional development of staff, multicultural programming, enhanced communication strategies with employees and students, and a commitment to a cycle of assessment that measures campus climate.

The SSAO at Sodality University oversees a group of over 160 professionals that includes the more traditional offices embedded in student affairs divisions such as residence life, student conduct, campus recreation, health and wellness, multicultural affairs, leadership programs, and student activities. In addition to these areas, the SSAO also oversees public safety and parking services. The direct report of public safety creates additional communication points between advancement and student affairs when news of safety issues extends beyond the confines of campus to alumni and the local community. During the 2020–2021 academic year, the student affairs division celebrated growth in areas of student leadership, student orientation, LGBTQ+ services, and late-night programming, and shared these successes in an impact report made available on their website. Divisional personnel also made a concerted effort to elevate and promote work in the areas of health and wellness. Specifically, the division has made strides to

tell the story of increased usage and need for mental health services, alcohol and drug education, and the need to combat food insecurity among Sodality University students.

Representatives of the student affairs division interviewed for this study viewed themselves as collaborative, caring, and supportive of the overall Marianist, Catholic charism. The representatives also expressed an ongoing sense of burnout due to the impact of the COVID-19 global pandemic. Cindy, the Assistant Vice President for Student Affairs, shared:

I think it [COVID-19] just impacted our staff in ways that has been hard to recover from and we lost some staff as a result of, you know, burnout because they live here, and we have a highly residential campus. . . . I have been through years that have been bad in the past. This one feels a little longer, a little more permanent.

Between my first and second round of individual interviews, the student affairs division experienced further attrition that led to some offices staffed with only one full-time person. Staff attrition, in addition to increased student mental health concerns and challenging parent interactions on social media, had made the need for cross-campus partnership more pressing to disseminate factual information to campus constituents and to combat misinformation.

The Institutional Advancement Division at Sodality University

In the early years of Sodality University, the president served as the principal fundraiser. As early as 1919, a pictorial pamphlet of the institution concluded with a wish list of needed buildings. One campus historian viewed this effort as precursor of a fundraising case statement; however, it was not until 1979 that the advancement division at Sodality University was founded following the installation of a new president in 1979. Upon his arrival, the president recognized the need to professionalize operations pertaining to public relations, alumni giving, and development in the hopes of embarking on a large campaign to raise funds. Before the official founding of the advancement division, fundraising efforts at Sodality University very much relied on relationships between campus leaders, local business executives, and neighbors who

believed in sustaining the mission of the Catholic institution. The first professional fundraiser quickly hired a consultant and developed plans to launch a 5-year campaign that would increase the amount of any previous capital campaign tenfold.

To accomplish these goals, the university would have to reverse a trend of dwindling support among its alumni. The alumni association had existed since the late 1800s but only in 1929 was the first alumni magazine published. By the end of the 1970s, alumni giving had fallen from 16% to 10%. This drop coincided with the public debate about the Catholic identity of the institution, presidential support for academic freedom, and years of student social unrest. This confluence of factors served to alienate alumni, especially those who attended before the 1970s. The new leaders of the advancement division knew additional resources would be required to reengage alumni. A need existed to coordinate marketing and fundraising efforts to reclaim the narrative of the university to increase participation and engagement leading into a campaign. Such coordination took place in the new institutional advancement division. By 1982, the giving rate rebounded to 20% and when the campaign kicked off in 1984, Sodality University exceeded their campaign goal by \$5 million.

Although a significant portion of the campaign gifts came from the business community and individual donors, evidence showed alumni and parents of current students had the confidence and capacity to contribute. This successful campaign paved the way for further professionalization and diversification of advancement efforts; for example, in response to an increase in the number of Black students, a separate publication to highlight the achievement of Black alumni started in 1990 and continued to be published throughout the decade. The following campaign that commenced in the 1990s and was completed in the early 2000s raised over \$150 million for the institution, including a \$10-million gift from an alumnus. Nearly half

of Sodality University's undergraduate alumni supported the campaign, dedicating over \$30 million to scholarships. The success of the campaign situated the university as one of top Catholic institutions in terms of fundraising productivity and endowment development. Plans for another comprehensive campaign were underway in the early 2000s but were paused due to the economic downturn of 2008 and 2009. Since then, advancement has seen a steady increase in year-over-year contributions and had started work on their next comprehensive campaign as of this study.

The advancement division at Sodality University has used a centralized model that Julie, the senior institutional advancement office (SIAO), described as "less territorial." Deans and other campus leaders in advancement work with the understanding that gift officers will try to match donor interest with a campus fundraising priority as opposed to fundraising only for the specific school. If a particular dean does not receive a gift for their school, there is an understanding the gift still benefits the entire university. As such, advancement work is considered more collaborative and less competitive among different gift officers. At the time of this study, Sodality University employed over 80 people who worked in the advancement division in areas of annual giving, alumni engagement, parent philanthropy, planned giving, foundation relations, research, and diversity initiatives. Angela, an advancement professional, shared one unique feature of the division is the presence of a marketing team within the division that works in conjunction with the institution's marketing and communications department. The fully dedicated marketing team allows for more intentionality and efficiency.

Participants in the study described the culture of the advancement division as "collaborative" and "very nice" and linked those attributes directly back to the Marianist charism. Bernadette had started at Sodality University 6 months before the COVID-19 global

pandemic, and she recalled experiencing a marked change in her daily work and in her interactions with colleagues. During the pandemic, Bernadette noted she could no longer go out and visit with donors. She also lost some major face-to-face opportunities to build connections with families. Typically, move-in day and family weekend are the few times families are on campus to meet members of the advancement division. Beyond complicating her workflow, Bernadette shared institutional financial difficulties during the COVID-19 global pandemic led to a lack of professional development resources, stagnant compensation, and lack of fun group-bonding activities with her peers. She said, “I don’t know if everyone feels appreciated right now and you know, if I’m in leadership’s role, their hands are somewhat tied in terms of things they can do better—financial and other things. . . . I think [the mood] is sort of mediocre at the moment.” During Summer 2022, Julie, who had been at Sodality University for 6 years at the time of this study, left the institution and an internal candidate was promoted to the SIAO role.

During participant interviews, the university was currently in the silent phase of new comprehensive campaign—its first comprehensive campaign in 20 years. The public phase was announced in April 2023 to coincide with Sodality University’s Day of Giving. The campaign had three priorities—student access and scholarships, experiential learning, and academic excellence through faculty innovation. During a speech to kick off the campaign, the president of Sodality University said:

This campaign will allow us to make our unique, holistic experience—grounded in our Catholic, Marianist mission—more accessible to talented students, prepare them for their vocations with hands-on learning opportunities, and expose them to the brightest and most innovative educators and mentors.

As of April 2023, \$325 million of the \$400-million goal had already been raised. Beyond the dollar amount was a concerted effort to build the number of consistent annual donors and volunteers.

Emergent Partnership Between Advancement and Student Affairs at Sodality University

Leadership in the advancement and student affairs divisions at Sodality University both pointed to the arrival of a new SIAO, Julie, in 2016 as the start of a strategic partnership between advancement and student affairs. Brian, the SSAO who had worked at the institution for 14 years, noted, “To be frank, student affairs was not on advancement’s radar for fundraising.” Any fundraising for student affairs prior to 2016 typically focused on a specific, big-ticket items (e.g., a vehicle or equipment) or an unsolicited gift to a student organization or club sports team. These partnerships were not strategic and required minimal effort. Prior to the SIAO’s arrival, participants described a lack of understanding of the workflows and professional expectations between members of the two divisions. At times, people butted heads when the divisions had to work together.

One factor in the strained working relationship stemmed from a lack of coordinated efforts between the two divisions around parent communication and engagement. Although the Sodality University hosted a family weekend, there were no organized efforts or offices charged with responding to parent questions and concerns. Cindy, a member of the student affairs leadership team, best described cross-divisional efforts to work with parents as “in a constant state of triage.” For example, gift officers accepted phone calls from parent donors who had complaints, and then often commiserated with the parent before passing the person off to a colleague in student affairs to address or rectify the concern. Cindy shared, “When it would happen, it was us against them. It felt very separate.” Conversely, Cindy shared advancement professionals often felt a lack of trust among their student affairs colleagues. The biggest misperception was advancement professionals were only interested in fostering relationships with campus colleagues so they could gather the names of students to ask for money. There was

lack of appreciation for advancement's commitment to fostering constituent engagement and supporting the overall mission of the university.

Julie's arrival at Sodality University in 2016 coincided with the arrival of a new president, whom Julie found to be very student centered. The new president also valued collaboration between campus divisions. Although student affairs had previously not been an active partner for fundraising initiatives, the president had an expectation that they would be active moving forward. To facilitate the partnership, Julie created a position focused on parent philanthropy and engagement. By the time Bernadette was hired to the advancement team in 2019, one of her primary goals was to foster a more positive working relationship with student affairs colleagues. Bernadette worked most closely with Cindy—one of the SSAO's direct reports—in the student affairs division because both their positions were responsible for parent interactions. At the time, student affairs personnel had expressed the desire to create a parent advisory board to improve relations and open a more direct line of communication with parents of current students.

This plan concerned Bernadette, who was responsible for the oversight of a parent's council focused on philanthropic engagement as part of her job description in advancement. Cindy and Bernadette had to navigate these competing interests and the potential of creating a separate student affairs parent advisory board. Bernadette recalled:

I really pushed back on that and just said, "Look, we can get these . . . like basically, what do you need, right, what do you need from these parents and let me help you get that." Because my concern was if we have a whole other group of parents on campus that are, you know, in an advisory role to student development, what's going to be the added benefit for them to join the parent council when they've got to pay, or we encourage them to make a gift.

As Cindy and Bernadette negotiated how to build a partnership around parent engagement, Julie (i.e., the SIAO) and Brian (i.e., the SSAO) also continued to develop a

partnership and started to achieve initial wins. Julie acknowledged it took almost 2 years to figure out what the pace and nature of the partnership should be. In 2019, Sodality University had its first annual Day of Giving. Outside of restricted funds and athletics, student affairs was the largest beneficiary of pledges made during the Day of Giving. The amount of funds raised in 2019 for student affairs equaled the amount of funds donated specifically to student affairs over the prior 5 years. This initial win set the stage for further conversations and planning that would intensify as the COVID-19 global pandemic drastically altered the student experience in 2020.

Beyond a successful day of giving, Julie also took a more personal approach to working with Brian than her predecessors. She tried to assure him she would respect his and his staff's time constraints and professional boundaries. Julie shared:

I think they understand, you know, we are not going to waste their time, we don't bring everybody and their brother in the door. We bring really qualified individuals. And like I said, we don't stick our noses places where it doesn't belong. We are not pushing them to take on programs and initiatives that are not ready . . . So I think the mutual respect is just kind of built up over time.

Bernadette's and Cindy's work with parents also became more of a mutually beneficial partnership built on a common shared understanding of what each partner could offer the other. Over time, stronger communication between Cindy and Bernadette led to mutual respect, understanding, and efficiency when problems did arise; for example, Cindy saw an improvement in how advancement colleagues work with parents and donors who raise concerns about student affairs. Cindy articulated the change in the following manner:

We just have been able to work together and when questions or people are outrageous, it's good, because we can kind of share in the, "Oh my God, really" . . . you know, so it's good for the soul to have somebody else who doesn't do our work every day say, "That's a hard question, I'm glad you are answering that" so you do feel like somebody validates the fact that that's nuts and it's not just you being jaded. So that's helpful, too.

The COVID-19 global pandemic only accelerated the need for partnerships as parents, alumni, and donors alike became more aware of the enormous financial need students and their families experienced due to the pandemic. The 2020 Sodality University Day of Giving took place 1 week after the institution sent students home to complete the semester online. The institution made the decision to proceed with the Day of Giving but focused the philanthropy on immediate student needs. Julie shared the outpouring of support from donors “forged an already good working relationship with student development into a real, solid one.” The partnership continued to strengthen after the pandemic as alumni and parents remained concerned about mental health and the challenges of emerging adulthood. Molly, who oversaw health and well-being for student affairs, viewed the partnership over the last 5 years as “tremendous.” She was grateful that philanthropic dollars raised over the last 3 years allowed programs and resources initiated by CARES Act funds to continue even after the federal and state funding was no longer available. Brian maintained the partnership between student affairs and institutional advancement was on an “upward trajectory.” As a result, he had become more actively involved with potential Sodality University donors.

Current Partnership Between Student Affairs and Advancement at Sodality University

The totality of data collected for this study suggested a limited-to-coordinated partnership exists between student affairs and institutional advancement at Sodality University. The recently comprehensive campaign included program initiatives that will benefit student affairs, but there were no specific fundraising goals for the student affairs division listed within the comprehensive campaign. Instead, representatives from institutional advancement worked with the SSAO (i.e., Brian) and his designees to gather information and marketing materials to support the comprehensive campaign. Limited and coordinated partnerships took place on annual

basis for the Day of Giving. During the 2022 fiscal year, the annual Day of Giving raised \$2.2 million. The parent's council also was ongoing area of coordinated partnerships.

Since the start of the COVID-19 global pandemic in 2020, donors at Sodality University have increasingly supported initiatives beyond mental health and wellness programming. Donors have shown a deep interest in programming and services for Black, Indigenous, and other People of Color (BIPOC) groups and programs that help meet the basic needs of students. Molly, one of the student affairs administrators primarily responsible for wellness, believed donor interests in areas such as mental health and alcohol and other drug programming may be attributed to personal connections with addiction. Some donors have had children and other loved ones who struggled with a mental health or substance abuse. Donations to mental health and addiction related services funded additional counselors (i.e., contracted) in the counseling center. Gifts to student affairs also funded the purchase of an online educational program that provided wellness education to students during the pandemic. Donations also addressed food insecurity and provided funding for students without financial means to take full advantage of experiential learning opportunities (e.g., study abroad).

Donor interests related to inclusion efforts have benefited work of student affairs at Sodality University; yet, participants described times when the acceptance of a donor gift or existence of a new identity-based program created tensions with other donors or alumni who viewed the new initiative in conflict with Catholic teaching. For example, a growing number of donors, including same-sex couples, have shown interest in funding LGBTQ+ resources on campus. These gifts help expand the donor base and support current students. The SIAO understood the importance of “walking in lockstep” with the SSAO and president when publicly celebrating gifts connected to LGBTQ+ initiatives. Julie emphasized the importance of sharing

stories of inclusion through alumni and donor networks. In terms of gifts connected to LGBTQ+ initiatives, she recalled, “When the donors made gifts, no one put gold handcuffs around me or the communication officer, and said, ‘you can’t tell that story.’” Participants viewed visible support for LGBTQ+ initiatives and support for BIPOC student clubs and organizations as value added and tied to the Marianist mission of the campus.

Sustaining Partnership Between Student Affairs and Advancement at Sodality University

Following these initial years of partnership, initiatives have continued to evolve and become more routine. Bernadette’s position description helped keep parent philanthropy and sustained engagement with student affairs a priority. The parent council served as a conduit for information sharing between parents and the SSAO. Brian, in his capacity as SSAO, and Molly, in her role overseeing health and wellness offices, are invited to attend two meetings each year with the parent council. These interactions help student affairs maintain a focus on mental health resources and as a result, the department has been able to employ contract employees in the Counseling Center. Additionally, when large-scale campus issues arise, the parents’ group has served as sounding board for the SSAO.

Recently, there had been timely and constructive conversations around student behavior and public safety between Brian and members of the parents’ council. These interactions led parent council members to better understand the university’s approach and philosophy to student conduct. Yearly coordination between student affairs and advancement around the annual Day of Giving has also continued. The student affairs leadership group typically identifies two to three initiatives that can be incorporated into the Day of Giving, and the parents’ council decides whether they would like to support a match. The divisions have also partnered on parent engagement during summer orientation and send-off events for incoming students.

Student affairs and advancement divisions have continued to benefit in other ways from their partnership. Bernadette noted student affairs professionals help her monitor the email account used to respond to parent inquiries. This change allowed student affairs more control over their desired communication with parents and freed up time for Bernadette to focus on parent fundraising and stewardship of gifts. The emails often required follow up with student affairs colleagues, and Bernadette noted the time she spent responding to emails was not part of her yearly evaluation process. Advancement also proposed and was granted the opportunity to present programs to current students about the culture and value of philanthropy. The sessions are offered as part of a series of events that students are incentivized to attend. If students attend the presentation, they receive points that help them increase their likelihood of securing a desirable living location during the annual housing lottery. The advancement presentation has been attended by over 2,000 students since it was developed, which helps to raise awareness of the value of sustained alumni giving.

The professionals who partner to sustain the student affairs and advancement partnership help their divisional colleagues understand the day-to-day work of the other division. For example, Bernadette maintained a strong emphasis on recruiting diverse families from underrepresented backgrounds to join the parent's council. Student affairs staff appreciated the focus on representation as opposed to restricting access to only families with a large capacity to give large gifts; however, Bernadette noted this focus did not make sense to her colleagues who researched and qualified donors. Bernadette explained her charge and goals to diversify the parents' council to her colleagues, and ultimately, they were impressed by the intentionality demonstrated by her division and the university commitment toward equity and inclusion efforts. Bernadette also noted her relationship with Cindy and other members of the student affairs

division have facilitated information sharing during the summer months that has allowed her colleagues in advancement to be more efficient with their research and qualification efforts. For example, Bernadette can obtain a list of students who are no longer planning to attend the university earlier than others on campus. She can then share the list, so no time is wasted researching the family's capacity to give.

Second interviews conducted 8–9 months after the initial interviews with Cindy and Bernadette also underscored certain challenges to sustaining partnerships. The advancement division had a change in leadership during this period and student affairs lost many frontline staff members, placing more of a strain on the leadership of student affairs to maintain services in orientation, residence life, and multicultural programs. Bernadette acknowledged how taxing the student affairs positions have become in the current climate of higher education, and she described worrying about asking too much of her colleagues while they are understaffed. Cindy confirmed Bernadette's concern, noting, "It's really hard to do anything new when you are down to one staff member who's only been here half a cycle." Beyond attrition issues, Molly, a member of the student affairs leadership team, also commented on the dangers associated with relying on one-time use gifts to fund services essential to the student experience and their health and well-being. For example, Molly articulated this concern in relation to counseling services, stating:

Honestly, it's not enough money to keep it consistent, and what I mean by that is a lot of times both our institution, but I think, from a sustainability and a fairness piece, we don't use gift funds for personnel other than like contracted like clinicians, because you can't really fully guarantee that you're going to have that funding permanently. So, I think that that is one of the pieces that sometimes is a challenge, because you can't keep asking people to do more work—"Do a new initiative, do a new initiative" like, what do they do with the other initiative? So, trying to figure out how to implement the things that will yield the biggest impact without creating kind of like new expectations. And then, the money dries up, and now you can't do what that is. So, I think it's kind of keeping an eye to that lens of how we can be good stewards, but do it in a way that is sustainable,

because otherwise we're setting ourselves up to fail, and we're like, that's the piece that's frustrating as times as I just feel like we're kicking the can, like, you know like 1 year to 1 year to 1 year, and that just makes that really hard.

To date, participants noted discussions have been limited regarding endowing student affairs positions. The few endowments that had been established tended to be small and benefited club sports with nominal budget support on a yearly basis.

In summary, Sodality University has made great strides in their student affairs fundraising partnerships. These changes have been precipitated by several new campus leaders who had a more intentional vision of partnership requiring cooperation and collaboration. Early success in fundraising efforts led to plans to partner in additional ways around parent outreach. Both divisions benefited from the partnership (i.e., enlightened self-interest). Benefits included (a) targeting messages to parents, (b) avoiding redundancy or contradictions when communicating with parents, and (c) expanding the donor base around wellness and equity initiatives. As of this writing, the partnerships have been sustained by the people who initially created the partnerships. Beyond the creation of Bernadette's position and policies governing the parents' council, no steps have been taken to formalize the partnership in job descriptions, hiring practices, and evaluation processes. New employees in student affairs and advancement rely on their colleagues to provide context of the partnerships and a deeper understanding of the work of the two divisions.

Cultural Models Between Student Affairs and Advancement

The partnership at Sodality University between student affairs and advancement has been informed by the Marianist values of hospitality and community, which all participants in this study embraced and considered central to their work at the university. All participants from Sodality University recognized the value of shared conversations and dialogue with colleagues to

advance the work and mission of the university. Although all participants embraced this culture on an individual and collective basis, there was less acknowledgement that this culture had extended to the partnership between the student affairs and advancement divisions prior to the last 6 years. A new president, coupled with intentional and strategic outreach from the SIAO, opened the possibility of partnership and evolving the cultural model that had previously been in place. Beyond the dollars raised, personnel from both divisions believed there was a new level of awareness and appreciation for the work of the other division. Hazel, a member of the student affairs division, believed advancement shifted their view of student affairs colleagues as “experts in the specific areas” that can help convince a donor to contribute. The impact of the COVID-19 global pandemic on the campus further elevated the respect and appreciation for the work of student affairs at Sodality University, with all participants acknowledging the heavy lift of maintaining student support and well-being fell and has continued to fall on student affairs.

Institutional advancement professionals also believed student affairs colleagues have more nuanced understanding of their work, especially in terms of advancement’s commitment to equity and inclusion. For example, Bernadette pointed to the parents’ council as an example of an initiative that changed the culture of the partnerships. Bernadette shared, “It has helped student development see that we’re just not this group about how much we can get from these parents. It’s really about engaging in important conversations.” Such ongoing mutual appreciation has created a culture that minimizes distrust and increases good will as a starting point for interactions and initiatives. Furthermore, the culture better served parents, alumni, and other donors because they have received more accurate questions to inquiries and concerns from the partnership.

Relationships Between Student Affairs and Advancement Colleagues

After initial outreach was made between the SIAO and SSAO, other members of the two divisions started working together in more purposeful ways. Both the SIAO and SSAO sit on the president's cabinet and have identified specific people within their organization to work on partnerships between institutional advancement and student affairs. For the SSAO, Brian, this partnership mainly reflected the associate and assistant vice presidents and those responsible for marketing, communications, and budgeting. For Julie, the SIAO, leaders in alumni engagement and parent philanthropy were the main boundary spanners. More formal connections have been bolstered over the years by the movement of several student affairs employees to positions in alumni engagement and annual giving. These connections have assisted in evolving a respectful and appreciative culture.

Although participants noted Brian (i.e., the SSAO) prefers for new initiatives or fundraising priorities to go through him first, those in the advancement division were also comfortable reaching out directly to one of his direct reports to gather information and to extend invitations for donor interactions. Hazel explained, "The vice president speaks with the vice president but it's mainly thereafter, the groups that the assistant, associate vice president and the development directors and the executive directors are doing the work." Molly commented on the number of people who reach out to her about mental health and wellness fundraising opportunities, stating:

As a joke half the time I'm like, can I just get an organizational chart because I don't know who I'm talking to, because there's just like, there's so many different people that reach out and say, "I've got someone who's interested in this. And this, or what about this?"

Interactions between the various members of the divisions have been driven by the priorities put forth by the leadership of the student affairs division. Each year, divisional leadership meets to

determine priorities and these priorities also determine what marketing materials are created to demonstrate impact of advancement gifts.

When conflicts or issues with the fundraising partnership arise, the senior officers in each division are usually aware of the issue and advise their staff members on a response. Depending on the circumstances and the external implications of the issues, they may also bring in the president and members of the campus ministry community to coordinate a response. Julie (i.e., the SIAO) said she also valued addressing issues with Brian (i.e., the SSAO) in a timely manner. She recalled:

When he feels like maybe something's just slightly off there, I mean he hears something that doesn't match up with what he's heard me talk about stuff or where he thought something was supposed to be or I conversely, I do the same, we don't sit around and let it fester.

This communication loop has minimized the opportunity for misunderstanding and allowed divisional leadership an opportunity to recalibrate the efforts of their staff members.

Technologies and Structures That Support the Student Affairs Fundraising Partnerships

Sodality University has no formalized structures and technologies that allow student affairs and Institutional advancement to partner; instead, the institution has relied on existing technologies and structures to advance fundraising efforts. For example, no one in the student affairs division has fundraising included in their job description, nor has any specific expectations for fundraising. Instead, activities associated with student affairs fundraising may be mentioned on an evaluation and catalogued as going “above and beyond” job expectations. Similarly, evaluation in the advancement division has not changed job performance measures for those who specifically work on boundary-spanning roles, such as the advancement professionals who work with the parents’ council. Bernadette shared:

At the end of the day, there is only one thing you are graded on at the end of the year and that's every institution. You are a gift officer. They rate you on how much money you bring in and how many people you see. So, I think the folks that do this job, you have to be very good at trying to manage those relationships with the other division. You've got to do a lot of internal stuff—marketing, communications, and fundraising. So, you typically have a smaller portfolio because you manage a program so then, you know, you're still being compared to individuals you work with who don't have a program.

The culture of the institutional advancement division at Sodality University has allowed for fundraising efforts to extend across schools and divisions (e.g., academics, athletics, student affairs). Gift officers are not possessive of their donors; rather, participants noted gift officers are empowered to discuss student affairs priorities and opportunities that align with donor interests.

Beyond evaluation, there has been little campus-based professional development offered by either division to support the work of student affairs fundraising; however, the university (and members of student affairs and the advancement divisions) belong to a national organization of parent program professionals that offers resources on fundraising and partnerships. Participants tended to point to professional experiences gained through personal experiences or transferable skills that help them with their partnerships. For example, Bernadette thought her sense of empathy for both her colleagues and the parents with whom she works closely has helped her become more effective as a fundraiser. She noted her donors appreciate her knowledge of specific information about the student affairs division, as she is able to make helpful referrals.

Although Bernadette mentioned taking the time to learn more about student affairs, she acknowledged little has been done to educate other gift officers about the student affairs division beyond sporadic presentations. Conversely, student affairs have not received training about institutional advancement and how to interact with donors. Molly, an assistant vice president in student affairs for health and wellness, shared an encounter with several potential donors where she, on her own accord, did some research into who they were and why they may be motivated to

donate to health and wellness before attending a dinner with them. Her attentiveness and efforts were noticed by the prospective donors.

At the time of this study, there were no databases shared by the two divisions acting as a repository for the partnership. Advancement maintains all records associated with donors. Advancement also maintains the most complete parent data set. Student affairs, in conjunction with other campus partners, maintains current student records. Sodality University student affairs and institutional advancement participants noted a focus on the time frame when current students graduate and become alumni. Data points related to student involvement are very helpful to advancement as they build their database of young alumni, who tend to maintain connections to the campus through the activities in which they were involved as undergraduate students.

Information sharing exists at Sodality University, but often relies on a manual processes. In the coming years, Sodality University intends to implement a new database that allows for more information sharing across campus divisions that could further enhance the collection and maintenance of information. In the meantime, both divisions have relied on communication through phone, email, Zoom, and direct contact to discuss issues connected to alumni, parents, and donors. Student affairs administrators maintain their own system to catalogue gifts; for example, Molly said she maintains a personal excel spreadsheet to track gifts and how they are used. She described feeling personal responsibility to be accountable for the use of the money and to steward the gifts.

Routines That Support Student Affairs and Advancement Partnerships

The size and layout of Sodality University played an important role in the amount of in-person communication and partnership that takes place between student affairs and advancement. Student affairs offices are over one mile away from the advancement office; there are not a lot of

opportunities for colleagues to run into each other during daily routines. The advancement office building has a concierge-style entrance where a visitor must be announced if they do not have access to the building. Bernadette commented, “It’s almost like a corporate park building that is technically on campus but we’re not in main campus, so I don’t walk outside my office, and see students in the student union and all those things.” Amy, an advancement professional who used to work in student affairs, also lamented the physical location to main campus activities and student activities. When possible, Amy said she makes a concerted effort to meet with student groups at a campus coffee house to foster relationships and increase campus engagement. She also described relying on campus-wide events (e.g., diversity trainings) to meet others and remain connected to the community.

Activities and event planning within the student affairs and institutional advancement partnership tend to be cyclical and mostly based on the time of year and upcoming initiatives; for example, a traditional program connected to Christmas and coordinated by student affairs attracts many community members and alumni and presents an opportunity for fundraising. Both divisions also have a yearly partnership around the Day of Giving and an employee engagement campaign. Student affairs has its own marketing efforts and assists with capturing student testimonials and stories to share with donors. Hazel, an executive director in student affairs who coordinated divisional communications, explained:

We develop the story, share it back, and then advancement kind of picks and chooses what they want to share out, how they want to share it out. And sometimes we’re able to identify people to be interviewed or to be on camera or just to have them talk to, to put the thanks back out. So, that’s kind of the process for our biggest fundraising partnerships.

The cyclical nature of the work has allowed for continual updates and a constant infusion of new information to share in social media posts, print materials, and websites. The inclusion of staff

and students and their stories reinforces the impact gifts to student affairs has on the student experience.

Definitions of Success in The Partnerships Between Student Affairs and Advancement

For many participants, the fact that the student affairs and institutional advancement partnership began in earnest over the last 6 years was itself a reason to consider their joint efforts a success; however, such a partnership never had a predetermined goal or a predetermined time frame that would quantify metrics to determine the success of student affairs fundraising efforts. The advancement division also did not have a dollar amount goal for student affairs fundraising initiatives; however, when Julie started her tenure at the university as SIAO, she made sure to have an intentional discussion with Brian, the SSAO, about what a more strategic partnership between the two divisions would entail and how feasible the plan would be to implement. She stated, “We made sure that, from the beginning, before I developed any kind of outline, or he [Brian] set any expectations for his team that we really sat down and talked about what was realistic.”

This initial approach to the partnership acknowledged additional effort would be required from both the SSAO and divisional colleagues to organize efforts. Based on my interview with Brian, it is unclear if expectations for fundraising were ever included in performance goals for his direct reports and divisional directors. Furthermore, Brian did not have set expectations via his job description or yearly performance evaluation to guide his own fundraising involvement. The effort from members of Brian’s division to partner with institutional advancement was viewed as evidence of their overall job performance and ability to work with cross-divisional colleagues. Their contributions to soliciting donor gifts yielded success in the form of additional funding to expand or maintain specific student affairs programs and student organizations.

Without predetermined goals and a predetermined time frame to raise a specific amount of money, many members of the student affairs division pointed to the realization of a fundraising goal as evidence of success. Participants offered examples such as the purchase of a large piece of equipment or a certain amount of funding that allows a program or initiative to operate as the definition of success. Specific examples were also provided about one-time fundraising initiatives that included a specific goal; for example, a marker of success was making sure offers of matching funds (typically coordinated through the parents' council) were attained through Day of Giving fundraising. Student development did not have a separate assigned target dollar amount in the latest comprehensive campaign; however, their involvement in the overall campaign would help institutional advancement meet predetermined fundraising milestones for the campaign. The campaign included priorities focused on student access through scholarships, increased internship and study abroad opportunities, and expanded support for low-income students. Participants from institutional advancement anticipated that \$3 out of every \$4 raised would have an impact on student-facing initiatives.

The definition of success from members of the advancement division was guided by overarching divisional goals that included their student affairs fundraising efforts. Julie shared her three guideposts to determine success for her division included (a) dollars raised through new commitments to the institution (i.e., philanthropic outcome), (b) defined volunteer roles (i.e., engagement) and (c) consistent giving of any size (i.e., participation). Beyond these divisional indicators of success, individual employees had individual goals. Bernadette shared individual goals connected to dollars raised can be challenging, especially because she was both a major gift officer and ran the parent program. She commented:

Every year, your success is dependent on other people, so you don't have a lot of control over that, which can be challenging. I think. So, anyway, highly weighted on your

individual performance. We are also rated on how many face-to-face meetings we have with people inside our portfolio and how many people we qualify.

These metrics were all fairly consistent with the work of advancement divisions at other institutions; therefore, the partnerships that have been created with the student affairs division help make the gift officers' work of fundraising more efficient. That efficiency leads to greater success on the metrics guiding institutional advancement's work.

Definition of Effectiveness in Student Affairs and Advancement Partnerships

Although the words success and effectiveness tended to be conflated in the participant interviews, some signs showed the partnership was effective. Personnel from both divisions realized accomplishments that they would have been less likely to achieve without an effective partnership. For student affairs participants, the fundraising efforts allowed them to better achieve divisional goals surrounding health and wellness. The link to the parents' council also helped them communicate more efficiently with parents and reduce misinformation in the parent community due to social media. Julie, the SIAO, pointed out, "We are continuing to provide student development with a volunteer body of parents and alumni parents and alumni supporters who can be an effective sounding board or what have you know, priming the pipeline accordingly." This network proved useful when the campus recently experienced a hoax involving a public safety matter. Members of the advancement division were quickly able to combat false information and reach out to parents and alumni to update them with accurate information.

Beyond the efficiency created by working cross-divisionally, student affairs participants did acknowledge partnering with institutional advancement colleagues for activities beyond fundraising contributed to their larger divisional goals of supporting students and helping the grow. Many said the connections between alumni and current students made possible through

partnerships with institutional advancement colleagues helped students affairs be more efficient in their daily functions. For example, connecting current students participating in club sports to alumni provided even more potential than monetary support. Hazel, the student affairs director responsible for communications and community relations, noted having the partnership with institutional advancement allowed her to curate the information student affairs shared more effectively through their social media, website, and print publications. The material produced maximizes the connection between the work of the student affairs division and student growth. The partnership allows student affairs to share stories and demonstrate their impact in a way that inspires donors to participate.

For the advancement division, the partnership had allowed them to strengthen their case to prospective donors to support the institution. Gift officers receive the print material; contacts; and, when needed, student representatives to help them demonstrate impact for the donor. Hazel reinforced the need to match donors with students and staff members who can authentically tell a story. She said, “You’ve got to be genuine, so I think choosing the people to work with the donors and the individual is critical.” Beyond knowing the stories, members of the advancement division described benefitting from having preexisting relationships with members of the student affairs division. These relationships had helped Bernadette, the parent gift officer, route and resolve parent inquiries in a more appropriate and timely fashion. The advancement staff also noted they have leveraged these partnerships when looking to complete their current comprehensive campaign.

CHAPTER 5: MERTON UNIVERSITY

Merton University was founded in 1950 by the archdiocese of the southern city in which it resides in the hopes of producing Catholic lay leaders for its city and region. An archdiocese is a geographical district a bishop—a local leader of the Catholic church—oversees (United States Conference of Catholic Bishops, 2023). The founding of Merton University was supported by a Catholic order of Franciscan Conventual Fathers, but the campus has never been under the auspices of the Franciscan brothers. Plans to open the institution progressed quickly. Within 1 year of announcing the college, buildings took shape on the site of an old orphanage and seminary owned by the archdiocese. A basketball team was established immediately after the start of classes, as the cocurricular life of the campus helped to foster lifelong affinity to the institution among its earliest graduates. In a 2017 history of the campus, the author described Merton University as “youthful, yet mellow with age. It maintains an allegiance with creativity and tradition; freedom and responsibility; toleration and fidelity and high expectations and studied realism.” The relative youth of Merton University, coupled with its mission to serve the local community, has resulted in the involvement of many of its original alumni in the school’s expansion efforts. The close-knit feel of the campus pervades the campus; faculty, staff, students, and alumni have many intersecting and overlapping local ties.

Nearly all seven participants interviewed twice for this study mentioned the deep ties of Merton University to its community and the multiple relationships people and families have with the institution. It is not uncommon to see alumni walking on campus, using the recreation center, or returning to campus for organized events. Young alumni who remain local after graduation maintain strong ties to their clubs and organization. James, a member of the advancement division, viewed these connections as essential for their work and fundraising. He shared:

We can be more local and in fact have incentive to be so, because a very high percentage of our alumni tend to be reasonably local as well, so we end up having more kind of on-campus events—local events than some other schools might. . . . I mean, having folks come back to our campus frequently is the common way that we kind of do things.

These strong local ties have also made it possible to develop relationships with the local business community and government leaders who award grants and other external funds; however, the depth of local resources has not been robust, and when the institution has missed an opportunity to obtain local funding; there were not many alternatives to turn to in the market for support.

Susan, a member of the student affairs division, commented:

A strength is that it's not that hard to collaborate. I know a number of nonprofit leaders that would love to work with our institution. So, it's really easy to just get in touch or use, you know, two degrees of separation to get that connection and get that conversation going, and people are incredibly open to the conversation. It just becomes very, you know, limited resources comes up over and over and over again.

Local connections have very much remained at the heart of the Merton University experience; yet, over the past 50 years, campus leaders have made more concerted efforts to extend the reach and scope of partnerships beyond the confines of the city.

Merton University has been independent of the archdiocese since 1968, when it merged with an all-women's Ursuline college. Around the time of the merger, the university experienced an enrollment slide and a deep financial crisis in the early 1970s. Merton's second president and first lay president took over in 1973 and immediately began to address declining enrollments and growing the endowment. Merton continued its focus on liberal arts during this time, but by 1975, the university began to offer graduate degrees—the first being a master's in business administration. The university also invested in the residential experience and campus infrastructure. By the end of the tenure of the second president (a presidency that spanned 17 years), the endowment had grown from \$134,000 to \$7 million. By 1990, a new president—only the third in the history of the institution—took over. In his inaugural address, the new president

said, “It seemed to me that the crisis mentality and bottom-line decision making that had been necessary during the financial exigencies of 1973 were still governing the college in 1990.” He created a vision that would maintain the liberal arts core but expanded professional programs to meet the needs of a new century. Creation of a master plan followed changes to the curriculum; the master plan sought to modernize the original campus infrastructure and add new facilities for the sciences and a campus center. In 2000, the board of trustees voted to change the name of the institution from Merton College to Merton University.

The early 2000s were a time of growth for Merton University. Merton officially adopted the university classification in 2000 and more recently moved to the doctoral/professional Carnegie Classification. The 4-year graduation rate, which hovered near 50% in the early 2000s, increased steadily and the 6-year graduation rate reached an average of 65% by the 2021–2022 academic year. In 2005, the trustees adopted a vision for the institution by 2020 that would guide new programs, buildings, and the following capital campaign. The longstanding president who had led the school since 1990 died in office in 2016, just about 1 year before the successful completion of a \$100-million capital campaign. The number of undergraduate students also increased by 46% in 2005 to a high point of about 2,650 students in 2016.

The arrival of a new president in 2016 nearly coincided with the promotion of the dean of students to the senior student affairs officer (SSAO) role. The new president’s cabinet included an experienced group of people—both in higher education and at the institution, including a long-serving senior institutional advancement officer (SIAO). The 2018 strategic plan called for innovation in student success and a focus on fundraising for student scholarships. The plan also called for commitments to community partnerships, academic innovation, and diversity and inclusion. Beyond these priorities, the plan reflected a concerted effort to elevate athletics at the

institution. At the time of this study, the university recently made a move to Division I sports and achieved early success on and off playing fields and courts. Local corporations contributed to the construction of new athletic facilities, and the university received national coverage for some of its athletic teams.

The 2018 strategic plan predated the start of the COVID-19 global pandemic, which led to unanticipated financial challenges, changing student needs, and an even greater need for scholarship support. Susan, a member of the student affairs division, described the climate as “constantly shifting.” Jane, the SSAO, stated, “I would have never dreamt 14 years ago that we would have a student emergency aid fund for students to help pay their utility bills.” The financial concerns of students were coupled with more recent concerns about enrollment.

The Fall 2022 overall enrollment of Merton University was about 2,700 students; about 2,200 were undergraduates. Both enrollment numbers were down from 2016 record enrollment. According to Integrated Postsecondary Education Data System data, in Fall 2021, 84% of applicants were admitted; yet, only 16% of admitted students enrolled full time. Compared to Fall 2021, the campus enrolled about 200 fewer undergraduates in Fall 2022. This trend has been particularly concerning for the campus, given tuition made up 65% of core revenues in fiscal year 2021—whereas private gifts, grants, and contracts constituted 4%, and government grants and contracts comprised 10%. The endowment (i.e., investment return) accounted for 20%. Between my first and second interviews, Susan noticed, “The pressure and the critical nature of building partnerships was even greater when I left versus the first time we spoke.” The unanticipated lower enrollment hurts all offices, including student clubs and organizations, because the activity fees are connected to enrollment. At the same time, the number of and

diversity of student groups, clubs, and organizations has continued to increase. As a result, student groups have been encouraged to fundraise through the annual Day of Giving efforts.

The importance of tuition dollars to Merton University's overall budget amid the recent enrollment dip has strained campus resources. The institution needs to find a way to minimize tuition increases while generating additional revenue. These factors have contributed to an institutional priority to grow student scholarships through fundraising. Undergraduate tuition and fees for the 2021–2022 academic year approached \$45,000, representing an increase of about \$2,500 from the 2018–2019 academic year. The net price of attendance remained somewhat consistent in the \$23,500 range.

At the same time, the student body has become more diverse over the last 10 years. Faye, a member of the institutional advancement division, noted:

One third of our students are first generation and over a quarter of our students receive federal Pell Grant aid, meaning that they're the neediest in our communities so there's this real sense of these students deserve and need the funding. It's not a privileged school.

In 2021, 91% of students received some type of federal grants and, more specifically, 28% received Pell Grants. The average grant aid per student was \$34,108 during this time. In 2021, 76% of students identified as white. Black students (8%) and Hispanic students (6%) comprised the largest underrepresented populations on campus, and 64% of all students identified as women. First-to-2nd-year retention rate fluctuated between 77–83% over the last 10 years and the 6-year graduation rate was 65%–68% over that same time span. Graduation rates by race and ethnicity were similar—but white students graduated at a 67% rate, Black students at 62%, and Pell Grant recipients graduated at a 50% rate. The graduation rate disaggregated by race and ethnicity was higher than state and national averages for all 4-year undergraduate institutions.

In 2019, Merton University's Carnegie Classification was elevated from "master's large" to "doctoral/professional studies." The change reflected an expansion of graduate programs offering doctoral degrees. This new classification, along with the move to National Collegiate Athletic Association (NCAA) Division I sports, positioned Merton University to expand its national reach and continue to diversify its study body. At the same time, Merton intended to maintain its local ties, liberal arts foundation, and Catholic identity. As the institution set these plans in motion, some tensions emerged between what Susan, a student affairs administrator, referred to as the "old guard" in terms of long-serving administrators and faculty members who were resistant to changes in recruitment strategy and the core curriculum. In May 2023, the faculty of Merton University narrowly voted no confidence in their president, provost, and senior vice president. The resolution noted the president embraced strategic visions that partly "undermine [the institution's] history as an independent liberal arts university in the Catholic tradition," including the "elimination of majors and programs that support the liberal arts core and consequently the number of adjunct faculty teaching within the core." Faculty also viewed the move to Division I sports as misguided and viewed it as contributing to financial challenges. The president countered the arguments of faculty, noting restructuring would support growth in popular health and science majors. The president maintained new program offerings would help attract prospective students and leave students "career-ready and prepared for life." The provost ultimately stepped down from their position in June 2023.

Beyond internal tension between faculty and campus leadership, Susan shared financial predicaments have reflected the potential to stifle strategic plans, especially in terms of fundraising priorities and revenue generation. She commented:

We kind of needed the cabinet to say, “This is the direction we’re going. Go work with this industry or field,” or something like that. But it was more of, “Just bring in as much money as you can, from wherever you can get it.”

Between Spring 2022 and Winter 2023, before the no confidence vote and departure of the provost, Merton University saw some notable departures in leadership, including the SIAO and an associate vice president for development. Of the seven people I interviewed at Merton University, four are no longer at the institution and one moved into a new role in the president’s office.

The Catholic Identity of Merton University

The Catholic identity of the Merton University is built on a vision that embraces the care and dignity of all, along with the pursuit of holiness and wholeness. Three central figures guide the intellectual and faith tradition of the campus—Robert Bellarmine, a Jesuit priest; Thomas Merton, a U.S. trappist monk and theologian; and Sr. Angela Merici, the founder of the Ursuline sisters. Merton University’s values include hospitality; interconnectedness; and a commitment to the true self, illumination, and inspiration. Faye, a member of the institution advancement division who had served for 32 years at Merton before a recent departure, reflected:

What’s wonderful is there’s almost an expectation here that you will exude hospitality, you will extend and presume that that’s extended to you as well, and so, because that culture is rooted deeply, I mean deeply in kind of the St Benedict’s sense of hospitality.

A 2014 publication detailing the Catholic identity of the institution spoke to the “keen sensitivity to the interconnectedness of all life to human solidarity across ethnic and social divisions.” This solidarity has been evident since the founding of the institution. Merton has been fully integrated since its inception even though the city and local high schools in its region were segregated by race. In the 1960s, the president and faculty of Merton played a leadership role in the local community on topics including racially integrating public accommodations and promoting open

housing to benefit all races. The promotion of faith and justice has been integral to the Catholic identity at Merton University.

In 2001, Merton dedicated its new chapel on campus and campus ministry moved to a more prominent place on campus close to the admission office. Both developments were supported and lauded by its earliest alumni and benefactors and served to maintain the Catholic presence on campus, even though not many priests or other religious worked on campus. Several participants in this interview noted the Catholic identity can be seen through the institution's focus on professional programs in health sciences and education. A 2014 publication on the Catholic identity of Merton also highlighted the service opportunities within the region and cross-curricular infusion of theology and justice topics.

More recently, some older alumni and donors have called the Catholic identity into question. At times, the Catholic mission has been conflated with polarizing social, political, and cultural issues of the day. In 2020, the president of Merton University—in alignment with the university's mission—issued a statement after the police shooting of an unarmed Black woman and local demonstrations in Merton University's home city. In her message, the president referenced “systemic racism” in society. George, the SIAO, recalled:

You would have thought that she said that the Pope is fake, and Jesus wasn't real, because of the outrage she got there. There are still donors, and there's still alums who are so mad because she said those words, you know. Whereas our young, our young alums were like, “Thank you.”

Participants noted campus leaders have navigated these tensions by allowing for the free exchange of ideas while maintaining adherence to the institution's Catholic identity. Recently, a club advocating for reproductive justice formed and served as a counterbalance to two longstanding clubs at Merton—a Catholic student organization and a club to promote pro-life topics. The newly founded reproductive justice club formed in May 2022 and sparked campus-

wide conversation about how campus administrators could support student organizations, even while their topic could be—and would be—viewed as antithetical to teachings of the Catholic Church. Christine, a member of the student affairs division who worked closely with clubs and organizations, shared, “It’s been about a 7-month process of getting approvals and figuring out, rewording things and renaming things and making it work, but also recognizing that we’re a Catholic institution that can’t outwardly support abortion.” Representatives from student affairs, mission, and advancement were all involved in discussions as the decisions of the university would most certainly spark the interest of the local community and alumni.

Student Affairs at Merton University

Merton University was established in 1950 at a time in the United States in which the field of student affairs professionalization was already underway. As a result, the university has always had a student affairs presence in the role of dean of students and student activities personnel. Additionally, students initiated cocurricular activities, including dances and intramurals, shortly after the institution’s founding. Because Merton primarily served the local community, very little residential life existed on the campus during the first 20–30 years of Merton’s history. When residence halls were first introduced in the 1960s and 1970s, Merton offered students a full-year housing grant that covered boarding expenses. This grant was instituted and designed to generate excitement around the new residence hall options. Residential living expanded in the 1990s and again in the early 2000s when Merton constructed additional residence halls.

Many of the issues associated with student life on college campuses—including the use of drugs and alcohol, student behavior, and community relations—were all issues that impacted Merton University. However, participants shared campus leadership often viewed these

challenges as parts of a student's learning. The earliest leaders believed students had to learn from mistakes and gave them the freedom to present opposing viewpoints and test boundaries. Over time, some of the more notable student life controversies stemmed from tensions between students' progressive attitudes and Merton's Catholic identity. For example, in the 1970s, the school newspaper published an advertisement in support of abortion. The advertisement prompted vigorous opposition from the campus and local community, but the dean of students ultimately affirmed the right of the student newspaper to run the ad while maintaining Merton's antiabortion belief. Topics pertaining to gay rights appeared in campus lectures and events as early the 1970s and reemerged in the 1990s in relation to HIV/AIDS crisis. Since the 1990s, the campus has added a variety of multicultural and identity-based organizations on campus to support the diversifying student body.

The student affairs division at Merton University employed 40–50 administrators at the time of this study, with dozens of additional staff members supporting the work of the division through public safety, housing, and dining services. Until recently, athletics reported to the SSAO, but that area shifted to the senior vice president after the campus made the move to NCAA Division I athletics. At the time of this study, 43 full-time employees were listed on Merton University student affairs website directory. The offices reporting to student affairs include campus ministry; career development; community engagement (service); counseling; student conduct; parent programs; residence life; campus recreation; student activities; and a named office for multicultural affairs, identity, and inclusion. The division also supports campus services such as campus health, accessibility, commuter services, and dining services.

The mission of the student affairs division emphasizes a mission-driven commitment to a transformative and holistic educational experience. Through its programming and services, the

division supports the overall mission of the campus to help students lead authentic lives and serve the common good. This mission is reinforced through reflective components of summer orientation, the planning of a day of service for all incoming students, and a robust mentor program that pairs students with members of the local community. The division has been led by a Jane (i.e., the SSAO), who had worked at Merton for 15 years at the time of this study—first as dean of students and for the last 7 years as the SSAO. NASPA – Student Affairs Administrators in Higher Education recently recognized Jane for her work in student affairs. In addition, the publication *Diverse Issues in Student Affairs* named the student affairs division at Merton as one of the most promising places to work. NASPA also recognized Merton’s student affairs division for its work with a growing first-generation student population. These accolades have reinforced the professional orientation of the division.

Student affairs funding at Merton University mainly comes from auxiliaries, including student housing and student activity fees. Peter, a member of the student affairs division leadership who left the institution in 2022, felt it was unlikely those charges would be increased in the short term and the current enrollment challenges would make it harder for student affairs to receive budget increases. Peter shared his responsibilities in the division included grant writing; over the years, student affairs, in partnership with advancement, had secured several local and federal grants that allowed for the expansion of mental health and sexual assault prevention, awareness, and education. Jane viewed grants as opportunities to increase funding, especially at times when student affairs priorities had not been made explicit in the strategic plan. She said, “Some things aren’t necessarily strategic priorities, but they’re just inherent to our operation.” When Peter left the institution, his position was not filled. Instead, others in the division took on different aspects of his portfolio. He shared:

So, in student affairs, we lost maybe like 10-ish people over like a year and a half period. Some of those, it was just their time to go. Others were based on, I think, probably fear of what's happening with the institution and the lack of kind of what next steps were.

Peter alluded to uncertainty caused by financial troubles, enrollment declines, and restructuring that had led people to look elsewhere for other job opportunities. The hiring freeze made partnering more challenging and diminished capacity for grant writing.

Institutional Advancement at Merton University

Merton University (Merton College at the time) graduated its first class of 42 students in 1954 and immediately established its alumni association. The small group of graduates started a lifelong relationship with the college and the city in which it was founded. Within 10 years, many took leadership roles in the local and state community. Graduates of Merton stayed involved and began to send their children to campus over time. In the first issue of the alumni newsletter in 1956, Merton's first president wrote:

An alumni association is not merely a casual sort of social group operating on the edges of a college's programs. It is an integral and vitally important part of the college itself. It is the carrier of the college's traditions and identity. Faculty and student bodies come and go with the years. The alumni association is the stable and continuing unit which preserves and grows one generation after another.

By the early 1960s, over 80% of Merton alumni had stayed local and involved in college life.

The alumni annual giving rate exceeded 65%. Merton formed alumni service organizations and bestowed awards on alumni who stayed involved.

By the 1980s and 1990s, more regional alumni clubs formed in neighboring states and large cities as the alumni base grew. This expansion helped the campus to attract a more regional student body and contributed to the expansion of institutional advancement work activities and staffing. A new SIAO, George, started his role in 2005 and began work on Merton's most ambitious capital campaign to date. The economic recession of 2007–2008 slowed the planning

process; however, by 2011, the public phase of the campaign commenced, and lasted for 6 years. During the campaign, the campus also started its first annual Day of Giving in 2013. The comprehensive campaign concluded in 2017 and included the construction of new buildings, new academic programs, additional faculty, and student scholarships. In all, 11 buildings were constructed or renovated during this campaign, most of which reflected the needs of a growing residential campus. Other noteworthy campaign accomplishments included Merton's first individual gift to exceed \$10 million and annual fund totals that exceeded \$1.5 million.

Over the last 20 years, advancement at Merton University has been recognized with four Council for the Support and Advancement of Education (CASE) awards for excellence in educational fundraising. The most recent award in 2018 was attributed to strong fundraising efforts that included (a) record-breaking annual fund totals and (b) Day of Giving fundraising (over \$300,000) and participation (639 participants). Beyond dollar amounts, success also included engagement with the board of trustees, local community organizations and corporations, a leadership giving group, and the parents council. The parents' council enlists the support of current and past parents of students. For an annual contribution of \$1,500, parents are invited to specific events on campus, including athletic events and the annual gala. Plans for another campaign commenced immediately after Merton completed the previous one in 2017; yet, George (i.e., the former SIAO) noted they "intentionally tapped the breaks" given the COVID-19 global pandemic and hoped to proceed shortly. Over the last 5 years, most energy had been dedicated to developing partnerships with corporations based in the local community to fund improvements to athletic facilities. In 2022, three separate days of giving were held, and one was dedicated fully to athletics. This particular event was designed to give athletics more time and opportunity to raise needed funds outside of Merton's annual Day of Giving. The gifts

directly supported student–athletes and the university’s strategic move to NCAA Division I athletics. The expansion of student scholarships has also remained important to the growth of the campus.

Merton’s advancement efforts have been facilitated by what Faye, the associate vice-president of institutional advancement, called a “close-knit” group of 16–20 fundraising professionals who support the traditional functions of annual fund, planned giving, corporate and foundation relations, major giving, prospect research, and alumni relations. Although the group is small, one professional remains fully dedicated to parent philanthropy and engagement. Additionally, the advancement division traditionally took the lead on external relations as an extension of corporate and foundation giving. The fundraising model at Merton is centralized, which has led to a very supportive work culture given the size of the campus and proximity of all fundraising professionals to each other in the same floor and wing of a building on campus. Although the advancement division’s offices are clustered in one building, many of their daily functions take them across campus to the buildings that house student affairs offices. Faye, a member of the advancement division for 30 years, shared:

I’ve been a part of the global organization and board CASE [Council for the Support and Advancement of Education], so I have heard over and over again about the difficulties of alumni and development and even student affairs being so separated and siloed and it’s just not the case here. So, you’re able to do so much more because of that synergy. . . . So, because we’re not siloed and because we keep the donors in the “magic middle” like they are our heroes, because we do that, I think we all have a unified goal. And so, we’re able to adapt well and play in the sandbox well together, as they say.

In 2022, George and Faye both departed the advancement division and Merton hired a new SIAO who had not previously been affiliated with the campus but was from the city and was himself a first-generation college student. The new SIAO was not interviewed for this study. During Summer 2022, James, a professional who oversaw strategic partnerships for

advancement, moved out of the division and into the president's office to elevate local strategic community partnerships and government relations component of his role.

Emergent Partnership Between Advancement and Student Affairs at Merton University

The close-knit nature of the campus and long tenure of leadership in both the student affairs and institutional advancement divisions has led to a cordial professional relationship over time. In some cases, personal relationships have emerged from professional relationships. Jane, the SSAO, shared, "I text with our assistant vice president for advancement like morning, evening, night about various things, So, I would consider her a friend and our VP [vice president] for development, we've like vacationed and traveled together." The longstanding culture of collaboration has led to an ease of conversation and a spirit of working with one another and not against each other. Given the close bonds and understanding of the work happening in both spaces, participants emphasized that there was no moment of enlightened self-interest or sense of urgency for working together to expand student affairs fundraising efforts. In actuality, the scope and expectations for the partnership between institutional advancement and student affairs appeared to be tempered by a shared understanding of the university's priorities and strategic plan. Additionally, student affairs participants possessed a tacit acknowledgement that advancement was the primary group at the university working on external partnerships. Susan, a member of the student affairs division who worked in career services and experiential learning, commented on her interactions with local employers, stating:

I can only get so far, because I don't want to damage, or you know I don't want to not deliver on something with a potential donor that James's been working really hard to develop relationship with. So you know, there's a couple situations like that I can think of, again back to these few major corporations we have—they get tapped a lot and so. . . . Even when I was doing student activities, when I first started, I knew enough to go through development before students we're going and knocking on doors at [name of supermarket chain] or even small businesses down the street, you know it's just, we have to be symbiotic in that.

To support this understanding of the work of advancement, Jane said she invited advancement colleagues into student affairs divisional meetings to provide updates and context for how student affairs issues (i.e., residential or with clubs and organizations) could have an impact on donor relations.

Current Partnership Between Student Affairs and Advancement at Merton University

Based on interviews, there appeared to be evidence of a limited or coordinated partnership between institutional advancement and student affairs based on current institutional priorities and each division's capacity to partner. Given the longstanding relationships and appreciation for the work of each division at the senior level, the current partnerships have tended to focus more on grant opportunities, programming connections with alumni affairs and career services, and the annual Day of Giving efforts. During the past 5 years and especially amid the onset of the COVID-19 global pandemic, the divisions partnered to help raise money for students who could not pay their bills or whose families had financial hardships.

Participants noted new ideas for partnerships typically start through informal conversations between the senior officers, Jane, and George, and then these individuals typically turn it over to their leadership teams for further development. Additional support comes from outside consultants contracted by the institution to identify grants Merton University would have a good chance of obtaining. Peter, a member of the student affairs division, said he typically partnered with James from advancement who had expertise in local strategic partnerships to further develop grants and foundation outreach. From an organization perspective, no single person or office was responsible for submitting the grant or following up with reporting. Peter acknowledged this lack of responsibility sometimes led to confusion, sharing:

Sometimes our development office felt pulled in lots of different directions, so a good example would be with one grant, you know, just went and talked to multiple people across the institution, had separate siloed conversations, but we never came in a room together. When it came time for us to like to submit the final proposal, they were things that like I was like, “Wait a second. What do you mean? You’re doing a 4-week bridge program?” and another person was like, “Well, what do you mean you need funds for this other thing?” . . . I think the stakeholders and the people that in each of those areas student affairs and development want to do good work, and they like, have the best intentions. I just think it’s time, capacity, and I think James gets pulled in multiple directions specifically in his new position.

Although participants acknowledged the partnership at times felt confusing or left people scrambling to make a submission, they noted overall outcomes were fruitful as Merton University received numerous grants and foundation gifts to fund retention initiatives such as summer bridge programs for aspiring science students, expanded mental health and suicide prevention efforts, and federal dollars for supporting sexual assault awareness and education.

Several current partnerships between student affairs and alumni affairs have been designed to meet the needs of various generations of alumni; as such, Merton has benefitted from the proximity and enthusiasm of Merton University alumni. Graduating seniors are often invited to events planned for young alumni, which keeps them connected to the campus although they may lack the capacity to give back financially to the institution. Alumni mentoring has also been an area of great pride and partnership for Merton. Over half of the students enrolled at Merton University have an alumni mentor. Over 400 mentor–mentee relationships are created each year based through coordination between career services and alumni relations. Max, the director of career development, viewed the mentor–mentee program as offering a gateway to the local business community and other partners to become involved in the institution in multiple ways. This partnership provides evidence of enlightened self-interest as both divisions benefit through the creation of community-based partnerships that expand opportunities for student experiential learning, especially in growing areas of health care.

Given the interconnectedness of Merton alumni, many alumni also have children and grandchildren who attend the institution. This overlap has led to partnerships around parent outreach. The parents' council was organized so any family giving \$1,500 or more receives some benefits, including admission at campus events such as commencement. Many parents also served as mentors. Faye, a member of the advancement division, appreciated the willingness of student affairs to partner around parent outreach. She remarked:

We do collaboratively work with them, because they have more information on parents, but we need to solicit the parents, so there's kind of a cycle in which we work with them in April about getting new parents and a lot of that great work happens with Maeve, who runs our parents circle, our researcher, and then members of their team.

Faye said she specifically appreciated when Jane shared information about parent interactions that led her to believe the parents have the capacity to give back to the campus through gifts.

Since the start of the university's annual Day of Giving, institutional advancement and student affairs developed an agreement to allow student clubs and organizations to take part in the fundraising. The Day of Giving helps to supplement student programming budgets, travel to national gatherings, and hosted events on campus. Preparation for the Day of Giving involves weekly planning meetings convened by advancement. In Fall 2022, 1 of 3 days of giving was dedicated to the student groups, and institution and athletics were the other two areas of focus. Christine, a student affairs professional who worked closely with clubs and organizations, thought a recent decision to hold 3 days of giving as opposed to one may have detracted from including student affairs organizations, as some people were confused about the 3 days. Christine explained the mechanics of the partnership in this manner, noting:

I'm kind of running the student group side of things. And then Maeve is doing the rest of Merton's Day of Giving. And we're more . . . we're updating one another, and we're working together on a few things, but not as much. The whole big picture and our first meeting I got to say, "Like, the fall didn't work. Well, can we please push it to the spring?" And she said, "Sure, I was thinking the same thing," and then we've kind of

branched off from there. I think, last year, that looked different because they had an intern in their space, and they no longer have an intern in their space, and most offices are also decreasing, or we don't have the same capacity of employees in offices right now. So, I know Maeve must focus more on her work that she's doing, and she maybe doesn't have the same space to hop in and have every other weekly meeting with me, checking in on the progress. So, I'm updating her more as I go but I know we could come together and really cohesively collaborate if it was necessary, and once we get closer to April, it will probably look more collaborative.

In 2023, Merton University returned to a single Day of Giving in the spring, and over 20 student groups participated.

Although these partnerships support strategic goals, the day-to-day work that allows the partnerships has remained limited. Once each division agrees to partner, they share information and updates, but the implementation fits into preestablished, separate workflows. For example, student affairs professionals have often been asked to identify students to attend scholarship dinners. George, the SIAO, appreciated student affairs as a "great conduit to the students" in finding students to represent the university at stewardship events or to contribute to virtual platforms to thank donors. George stated, "You want the kid to come in and just wow them, and student affairs is great at finding that kid." Susan explained the existing partnerships, albeit successful, have typically felt more operational than strategic. In her estimation, advancement still operates as a "clearinghouse" for funding ideas and partnerships that move forward. Institutional advancement ultimately determined what Merton University's fundraising priorities; participants noted student affairs leaders are usually brought in to support effort fundraising efforts after strategic decisions are already made.

Sustaining the Partnership Between Student Affairs and Advancement at Merton University

As mentioned previously, Merton University has experienced a decline in enrollment and a departure of several long-serving campus leaders. Student affairs, through attrition and a

reduction in force, has lost close to 10 positions in the division. This pattern has fostered concern about how to sustain partnerships because most offices operate with staffs of two to three full-time professionals, and they do not have the bandwidth to do more with fewer resources. Jane, the SSAO, said she is very hesitant to ask people to do more to advance student affairs fundraising, especially because she knows there is more of a strategic focus on raising dollars for athletics and scholarships. When Peter, the primary grant writer for the division, departed in November 2022, his position was not replaced. His departure diminished the division's capacity to write and oversee grants. At the time of this study, Jane was in charge of prioritizing grant opportunities to maximize staff efforts and return on the investment of time. She said:

It must be something that we are competitive for and has a significant reward. And if it does not meet the first two criteria, it may be a grant-writing opportunity for a junior colleague as sort of a professional development opportunity.

Jane had also assisted more in the development of straightforward grants. The three members of the advancement division interviewed for this study either left the institution (i.e., Peter, the SIAO; and Faye, a 30-year veteran of Merton) or shifted into new roles outside of the division (i.e., James). Jane was asked to chair the search for the new SIAO and found the process to be informative. She shared, "I learned quite a bit in terms of how that office functions in their day to day and then also helping student affairs professionals see how their actions can impact larger fundraising efforts at the institution." Jane and the new SIOA met on a regular basis to discuss ideas and potential initiatives, but both acknowledged priorities to fundraise and develop community partnerships were due to the move to Division I athletics, an area that no longer reported to the SSAO. Jane went on to say:

The potential is there. But are we enacting that full potential? I don't know that we are. The awareness building between the two divisions will set the stage for synergy if and when the campus priority becomes connected with student affairs.

As of this study, the priorities for campus-wide fundraising aligned with other campus leaders.

George, the SIAO who just left the institution in 2022, also acknowledged the lack of bandwidth was a challenge to sustaining partnerships. He explained:

You like to sit down and design the most collaborative program and we shake hands, leave the meeting and then life happens, and work happens the next month, it's like, "Oh, man, I have to get back with them on this program." So, I think that's probably where the collaborative has a problem. It's just our teams are smaller, you know. Higher ed[ucation] is . . . you know, there's not as much funding right now, at least in my experience. And so, you're doing a lot more with less, since it gets that collaborative stage where it actually meets both party's goals, it would be hard to get to with the key.

Although new strategic initiatives were not currently in progress for student development, advancement participants noted they have continued to reach out to solicit ideas. During Summer and Fall 2022, student affairs professionals described having opportunities to attend idea generation meetings with consultants in preparation for a new comprehensive campaign. Susan, an assistant vice president in student affairs, attended these meetings but was resigned to the reality that student affairs was unlikely to ever see any money from those discussions. She viewed the idea generation as more of an exercise than a function of a student affairs and institutional advancement partnership. Christine, a member of the student affairs division, also participated in meetings based on the potential funding interests of a new large corporate sponsor. Many ideas for new initiatives were generated, but ultimately the new corporate partner was solicited for gifts to support athletics.

Cultural Models Between Student Affairs and Advancement

Although many partnerships exist between student affairs and advancement at Merton University, Jane—the SSAO—maintained student affairs has never had a specific role in fundraising. Furthermore, she had never been involved in making an ask to donors. She shared:

I've never had a president ask me about fundraising goals or why I am doing that, but that could also be because they know I always have my eyes on the prize so that's my

disposition. But that's not an institutional culture really and at a small, private liberal arts institution, it's a high-touch environment, and so I am a pretty internal SSOA.

Jane said she has tended to focus her efforts on securing grant funding. Foundation grants and money available from governmental entities are often tied to a specific initiative; therefore, Jane's efforts to secure grants did not compete with fundraising priorities. The current president came to Merton with direct involvement in both student affairs and advancement at a previous institution. Through her background in leading both a student affairs and advancement division, she saw value in partnership between student affairs and institutional advancement. Participants noted the president has been generally supportive of expanding efforts to fundraise for student affairs. For example, the president recently asked Jane to consider getting involved in fundraising with families and young alumni because she has developed so many relationships with students over the past 15 years.

Members of the advancement division also commented on a culture of hospitality and the desire to help each other advance the larger goals of the institution. Faye noted:

This isn't a culture that's comfortable with uncivil confrontation. You know, that that's just not our culture. It is a very compassionate community. And so, it's a priority for us to be collaborative and I think the president does a beautiful job instilling that. You know, her leadership is very collaborative. Collaboration is expected.

Such collegiality has extended to larger campus issues, especially if decisions and student programs originating in student affairs have the potential to become campus-wide or local issues. For example, Jane recalled communicating on a regular basis with her advancement colleagues after a student group formed in response to the Supreme Court decision overturning *Roe v. Wade*. Jane thought it was important to "arm the development team with the information and just be mindful of anything along those lines with [their] development and alumni team because [she did not] want anyone to get caught off guard." This anticipation stemmed from Jane's experience

within the community and personal relationship with members of the advancement division. Jane also found it important to educate her newer professionals in student affairs on collegiality and how student-facing decisions may have larger implications for the university.

The cultural models of Merton University have allowed for a collegiality between student affairs and institutional advancement even though institutional advancement has maintained discretion over the strategic direction of fundraising initiatives. Susan, a vice president in the student affairs division who recently left Merton, shared:

They may not admit it, but there, there is certainly an implied culture of that kind of gatekeeping on those sorts of things so, you know, in this current role, I would say the most nebulous piece for me has been getting a handle on what exactly is my authority on that . . . there's a significant amount of oversight on any fundraising that does occur.

Jane was comfortable with this arrangement and conveyed, "I wouldn't say I am aggressive and talking with them about it because I know they have other priorities." Clear delineations exist between the technical functions of fundraising that advancement oversees, along with the daily functions of the student affairs division. James, a member of the advancement division who recently transitioned to the president's office, acknowledged advancement has taken the lead on donor interactions but has continued to value student affairs colleagues who provide insights and context for him to share when interacting with a donor. He explained:

Some of the issues and the programming involved in student affairs are a little bit more complex. In, you know, the language of student affairs professionals and their expertise, are a little bit more jargoned and so helping you know, a 65-year-old alum understand what we're talking about, you know, when we're trying to talk about how some of the things we're doing to improve retention the through student programming . . . that can be more challenging to bring them along on that.

Collegiality, presidential support for partnership, and an agreed-upon understanding that institutional advancement serves as a gatekeeper for funding priorities all contribute to the culture of the partnership. At the same time, participants noted such culture may have further

constrained development in the student affairs and institutional advancement partnership because student affairs strategic priorities have not been included in current fundraising priorities. The current priorities for impact include student scholarships, students' basic and experiential learning needs, faculty enhancement, support of student-athletes, and individual schools and colleges. Beyond the student emergency fund, the other areas all address needs in other parts of the university.

Relationships Between Student Affairs and Advancement Colleagues

George, the SIAO who left Merton in 2022, described the campus and relationship with student affairs colleagues in the following manner: "We're small but we're big enough that there's a lot going on, but we're small enough that there no reason not to go sit in an office and talk with them." Until recently, the relationships that support the partnerships were built out of personal relationships between the SIAO and SSAO and the friendship between the SSAO and a long-serving member of the advancement division. Any issues that would arise with student, parent, or alumni concerns were handled through an unplanned office visit or phone call during or after work hours in the hopes the issues did not have to be elevated to the president. When there were concerns, people usually called their counterpart in another division before reporting their concern to a supervisor. Susan, an assistant vice president for student affairs, noted these meetings between divisional counterparts usually helped to "get on the same page and re-evaluate strategy." This expectation was in line with the expectations for communication the president set for her direct reports.

Beyond Jane and George, participants shared a general understanding that others in the two divisions could reach out to each other to work on aspects of joint projects. As opportunities or problems arose, participants generally accepted that the first conversations could happen

across divisions without the SIAO and SSAO. Typically, ideas would move up and be vetted through leadership; yet, given the relational and small-school feel, the SSAO was comfortable with members of her division reaching out directly to members of advancement. For example, advancement was able to help their student affairs counterparts who ran into a problem with event planning. Student affairs lost their contact person at a local business who typically supported senior week events. Advancement helped student affairs find a new contact to help preserve the ability to run the event. During a focus group, Max, the Director of Career Services, noted he had a strong relationship with members of the alumni association. These interactions did not have to be coordinated through advancement.

Relationships at Merton University have also been supported by a network of professionals in both divisions who also attended the university for their undergraduate and graduate degrees and several student affairs professionals who transitioned into the advancement division. The campus had a doctoral program in higher education and several advancement leaders and student affairs leaders were in the same cohorts at the time of this study. This additional time together and specific focus on the study of higher education increased their collegiality and peer interactions. Both George and James attributed a lot of what they knew and appreciated about student affairs from their participation in the doctoral program.

Technologies and Structures That Support Student Affairs Fundraising Partnerships

The use of technology and structures created to advance partnerships have been limited and have mainly served the purpose of information sharing and leveraging information about students, parents, and alumni that would not have become known without intentional sharing. James described the structures in place as “organic” and said they built upon the longevity and

respectful relationships between senior leadership. James also noted the structures were not “system defined.” He elaborated, noting:

We don’t share some sort of . . . there is the whole university, you know, like enterprise computing system. That obviously we can build access but that doesn’t drive our activity, but when we’re going to work together, it’s like me picking up the phone and calling somebody over there and or walking over there and having meetings and that kind of things . . . texting a lot so it’s that very kind of, “Hey, I saw this in my case, because I do a lot of our corporate foundation government relations, I saw this RFP [Request For Proposal]. This might be something interesting you know; can we work on this together” and so away we go. So just tends to be a very kind of collaborative organic process on that type of thing.

Faye shared similar experiences with donor relations. When one of her donors has a question about residence halls or multicultural programming, Faye noted she would typically pick up the phone and arrange a meeting or tour of a campus facility. If necessary, the student affairs partner would be prepared for the visit with background information about the donor and their interests.

In general, neither student affairs nor advancement divisions offer orientation or onboarding for new employees that incorporates an overview of the other division. Until recently, the longevity of divisional leadership had led to a situation where the people in place predated many of the partnerships. For new employees, introductions were more operational and connected to specific aspects of the partnerships. Although participants had a general understanding that members of the advancement division make “asks” to donors, several members of the student development division expressed a desire to know more about cultivation and networking in the local community. Max noted beyond making the ask, there is a skill of how to connect community partners to advancement. He felt this skill would prove useful in his role in career development. Christine, the director of student activities, also noted she had significant experience working with development for a larger scale Day of Giving at another

institution. She felt her prior experience prepared her to take more of a leadership role in Merton University's planning process.

The use of technology was segmented by division. Databases were not shared, and some information was restricted. Members of the advancement division did not have access to grades and student life data, and student affairs professionals could not see giving or donor data. Controls were in place to prevent inappropriate data access, but systems were in place that allowed for the transfer of student involvement information between student affairs into institutional advancement databases after students graduate. Merton undertook a project in 2016 to pull past information dating back to 1960 on student involvement into a single repository. Having these data readily accessible led to more targeted and successful alumni outreach during the annual Day of Giving. At the end of each academic year, student affairs staff share lists of student involvement with advancement, and they enter the information into their databases. Faye alluded to the importance of nuance in this data transfer and appreciated the level of detail student affairs staff provide about each individual student so advancement can be sure to engage in a more authentic and inclusive relationship with their alumni. Faye explained:

Every other area in the university is focusing on students and we focus on them after they've graduated. So, we've been fortunate to work with them [student affairs] and say, "Please, you have got to put in the system, everything that they're involved in—you'll remember it, but we won't." They'll come across to us as "Christina." The people that know her know she's called Tina or, if you really know her, you say "Hey T." We need to know those things because they could be a rock star on campus and they come in the alumni office and we're calling them Charles and not you know, John Boy, you know what. I mean it's just so it's so critical to have that transfer, so I think there's a buy in.

This information sharing provides support for the mentor–mentee program and allows for targeted marketing for alumni publications.

Such data sharing has also made it possible to better use several apps and communication networks used at Merton University to link alumni to current students. Student affairs had a

texting system advancement used for specialized communications. For the Day of Giving, the app used to facilitate the entire event has a leaderboard function that sometimes drives healthy competition between alumni and donors of various student clubs and organizations. More recently, the leaderboard function incentivized greater giving and competition among student groups advocating for opposing political views. The leaderboard was still a fairly new component of the Day of Giving, but participants did not speak to any negative outcomes related to the leaderboard. Any competition that was created led to greater donations. However, some participants noted the idea of creating competition between student groups does have the potential to create campus-wide issues given the politically charged environment that often links religious and political issues.

In addition to these limited examples of defined uses of technology and structures, participants stated most other aspects of the partnership function through emails going back and forth, along with shared spreadsheets. For example, outside consultants who identify grants for the student affairs division establish timelines for submission. Those timelines are shared with members of the student affairs and institutional advancement divisions to contribute to the grant narrative and budget. Any additional follow-up takes place through phone calls and meetings, especially during the final weeks before a submission when people are more attentive to the work at hand.

Routines That Support Student Affairs and Advancement Partnerships

The physical size of the campus and the student body has allowed for members of both divisions to run into each other and maintain communication. The advancement offices are located on campus in a building away from the student center; however, institutional advancement staff members regularly find themselves in the student center and stop by and visit

with colleagues. Still, these interactions are often driven more by collegiality than specific, habitual, strategic interactions. Greg, the director of the counseling center—whose offices are in close physical proximity to institutional advancement colleagues—mentioned:

Well, I see them because they are right next door to me, but that's the extent of it. So, it's usually a wave and "How's it going" and that's it. So, otherwise, I really don't sit down and talk to them about anything but business typically.

Another student affairs director recalled more consistent meetings in the past, but confirmed meetings now take place when there is a specific opportunity at hand.

More consistent opportunities for interaction tend to be focused on grant and foundation opportunities as opposed to direct fundraising through donors and other constituents. In some cases, donor interest also drives outreach between the two divisions. These larger grant and fundraising opportunities typically require more attentiveness and coordination among all parties. James shared:

If the donor says, "Hey, you know, I'm interested in funding something in this broad category" and is open to a diversity of options, then, in the case of your question, we would reach out to the vice president of student affairs and say, "What's your preference here?," and she's very collaborative with her team, so she would almost certainly talk to them. And then sometimes, oftentimes, student affairs programming intersects with other parts other divisions of the university and so, then there is the funding. I was just mentioning that is really the intersection of the provost's office and student affairs for student success initiative and so there is, in essence, an associate vice president and each group. That kind of going back and forth and thinking about how they [academic affairs and student affairs] would kind of divide up some of that funding to get to the greatest impact. A whole lot of conversation it's just . . . it's not fancy. It's a lot of meetings and a whole lot of people talking about stuff and trying to get to a conclusion.

The grant- and donor interest-driven partnerships have potential to create some role ambiguity in the absence of regular, patterned behaviors. Susan mentioned:

So, everyone's on board with the priority, it's just sometimes it gets tricky and like "Okay, who's pursuing this?" and "is this your role?" So, I think ultimately, we hash it out and it works out. I would say that's the most difficult part at this point.

The loss of staff members in student affairs has also made pursuing new initiatives or grant submission even more challenging.

Beyond grants, most routines take place around the operational aspects of annual campus events; for example, family weekend and alumni weekend require ongoing coordination because of the high level of overlap between students, families, and alumni who are all invited to attend. Several members of the student affairs division spoke about another annual campus event organized by students with the purpose of raising money for a local organization. Although the event was not intended to raise money for the institution, there were typically ongoing conversations between student affairs and institutional advancement because planning for the event includes solicitation of foundations and individual donors already connected to institutional advancement.

Definitions of Success in the Partnerships Between Student Affairs and Advancement

At the time of this study, Merton University did not have any high-level strategic goal focused on fundraising for student affairs offices and programs; rather, there had been a concerted effort to raise money for new athletic facilities to meet the requirements set forth by the NCAA. Jane, the SSAO, generally agreed that given current institutional priorities and staffing shortages, the decision not to develop a predetermined goal for student affairs fundraising was prudent. She explained, “I never want a \$400 donation to the emergency fund to circumvent a \$40,000 donation to a larger initiative that the institution is undergoing.” Jane and other leaders of the student development division described focusing more on their success in grants and foundation gifts than their work with private donors. Institutional advancement staff often recalled partnering with student affairs to prepare and finalize grant submissions. The success of the student affairs division in obtaining grants and foundational dollars had

contributed to an expansion of sexual assault resources, mental health programming, summer bridge programs, and support for first-generation students. Typically, information about successful grants is disseminated through departmental and campus emails. On occasion, press releases inform the wider Merton community about success with large grant and foundation gifts.

Student affairs staff members largely defined fundraising success in relationship to their work with their clubs and organizations. For example, Christine, the director of student activities—who helps organize the annual Day of Giving for student affairs clubs and organizations—offered:

I think, in general, they have a goal every year of what they are trying to meet to hit that fundraising number. I think for ourselves and for student affairs, it looks a little different because we maybe don't have that big dollar number, maybe we're wanting a certain amount of individual donor donations that come in so unique donations are unique donors. For my students in particular, my main goal is that every organization that signs up at least gets one donation, so that is how I kind of measure success.

Connecting the efforts of the annual Day of Giving with current students had created a culture of philanthropy at Merton University that may drive additional donations after students graduate.

Beyond the operational components of the partnerships, the student affairs participants noted they are not evaluated on their fundraising partnerships. In her role as SSAO, Jane said she has never had a fundraising goal. For Peter, any work around grants or partnership with advancement fell under “other duties as assigned” for evaluation purposes. Peter said:

It's certainly in the like, list of accomplishments but, I don't know that like at the end of the day, if it didn't happen it's not like she would say you know, “Peter, I really would like for you to engage around this or, I would like, for you to do more.” I mean, I think we, we have been talking about that, but it's not it's not the key pivotal piece in my, in my day to day.

Beyond acquiring a grant, no evaluative process existed at the time of this study to address stewardship, assessment, and reporting on grant and foundation money.

Colleagues in advancement agreed no specific fundraising goals existed for student development, but acknowledged the overall fundraising success was connected to student affairs partnerships. James shared:

We don't have a specific goal for student affairs fundraising. So, it's not as if you know, we say you know every year we're going to raise \$4 million for student affairs or something of that nature, that's not so, we don't have that. We have annual goals for you know, net fundraising and from year to year, the portion of that comprised of student affairs varies, but there's almost always a portion of it that is related to student affairs.

Those in the advancement division took full responsibility for the metrics associated with fundraising success, including dollars raised and the quality of donor engagement. Faye explained fundraising professionals receive ongoing feedback through monthly reports that measure success, especially around annual fund donations. She detailed:

We have clearly defined goals, and we report out thanks to our great advancement services team. We report how we stand in each of those categories and the percent of the goal and where it is in the quarter. So, if we're in our second quarter, we should be at 50%. And so, we measure online giving support, we measure alumni pledges, you know, how engaged our alumni body is. And then we report those monthly and look at trends.

Participants noted the monthly reports tend to be more important than the yearly evaluations because they offer more timely feedback and allow advancement professionals to alter their approach if needed. In the years following the COVID-19 global pandemic, George—the SIAO—expressed feeling a bit frustrated with the finance division's decision to not count student emergency fund gifts toward contributions to the annual fund. Counting these gifts toward the annual fund would have helped George and his team meet their internal annual fund goals during a challenging year for fundraising. The annual fund was an important metric on which George and others were evaluated to determine the success of their fundraising efforts. George thought the advancement division had fulfilled the greatest need at that time for students, and their ongoing efforts should have been recognized. He feared not counting the donations

toward a student emergency fund might disincentivize future efforts to respond to immediate student need.

Definition of Effectiveness in Student Affairs and Advancement Partnerships

Despite the absence of specific fundraising goals for student affairs initiatives, participants from both divisions valued the partnerships and the greater good the partnership provided to students, alumni, and the local business community. Susan pointed out the work she has done as a professional in student affairs is “not about fundraising—it is more about the partnerships.” George agreed effectiveness goes beyond dollars raised and encapsulates activities and partnerships that “strengthen the product of the university.” One example of effectiveness raised by both divisions included being very intentional about event planning so both divisions can realize cost savings. Large campus events (e.g., alumni weekend) are organized to fall in line with other events such as orientation, graduation, and family weekend. George recounted:

There will be an alumni event or on graduation, we'll share resources on that and we're saving money that way of saving efforts, you know, set up and catering orders and facility orders, and all kind of stuff, and we've gotten really good at that. And there's a university special event department that reports to development and alumni, but they help student affairs, with all their stuff so there's a constant synergy that way.

Other examples of effectiveness provided during interviews included the connections made between the business community, alumni, and undergraduate students. After leaving the university, George (i.e., the SIAO) said he began to serve as a mentor for undergraduate students while starting his new role as a consultant. Other members of the advancement division also pointed to the connections student affairs staff facilitate between donors and students as an effective practice. Student affairs staff often excel at finding students who can demonstrate the impact and importance of donations. The contribution of students and their willingness to share their stories help support stewardship of gifts and ongoing cultivation efforts.

Merton University has embraced its institutional mission and culture of hospitality to advance university priorities. The student affairs and institutional advancement partnership, albeit limited, has allowed the institution to better support students and maintain connections to its alumni—some whom have supported the school since its early days. Staffing has been very lean in both advancement and student affairs, and the prospect of adding positions with the current enrollment challenge is unlikely. After concluding my interviews, the person who was responsible for parent philanthropy—and not interviewed for this study—moved into a different position at the university. As of October 2023, the senior director of annual giving and stewardship was listed as the point of contact for the parents’ council. The ability for student affairs and institutional advancement divisions to partner in the coming years will depend on the strategic priorities moving forward and the presence of boundary spanning staff members in both divisions. Many of those people spanning these boundaries initially are no longer at the institution or have moved on to other roles. Strategic priorities will guide the creation of the next comprehensive campaign, and further restructuring and loss of positions may compromise the partnership that existed. Merton University will also have to rely on the ability of its current leaders—some who are new to their roles and to each other—to lean into the culture of hospitality and spirit of collegiality that had produced effective student affairs and institutional advancement partnership prior to the recent turnover.

CHAPTER 6: JESUIT UNIVERSITY

Jesuit University was founded by the bishop of a midwestern city in 1881 as a liberal arts college for men of all faith traditions. Planning for the school spanned 3 decades that included the Civil War and its aftermath, railroad expansion, and rapid industrialization of its home city. The bishop was continually in search of funding for the yet-to-be-opened college. The support he desired ultimately came from a large gift from a European businessman, several bank loans, and donations from the local Catholic community. Jesuit University built its first buildings by mortgaging its land. Although the founders budgeted for an annual enrollment of 400 students, enrollment was never more than 300 until the early 1900s. During these years, Jesuit priests kept the institution alive by offering free labor. The first baccalaureate degrees were conferred to five students in 1887. The first alumni association at Jesuit University started in 1890 but became better established in 1893.

By the early 1900s, institutional leaders had to decide if Jesuit University would remain a small liberal arts college or follow emerging trends in secular higher education and add professional degree programs and applied sciences. By 1906, a large gift from a local benefactor allowed for a new building that turned the small college into a multicollge university with new degrees in engineering and medicine. In 1907, a merger with a local, secular medical college and dentistry school meant most students would not be Catholic. Over the next decades, programs in a law and economics opened through mergers with other local institutions. These mergers paved the way for one of the earliest Catholic coeducational experiences in the world. Women received degrees from Jesuit University by the early 1910s, and the university awarded its first degree to a Black medical student in 1915.

During the period between the World Wars I and II, Jesuit University experienced some operational setbacks. Most notably, plans to build a new hospital were rejected by the local county government. Local county leaders were encouraged by the Ku Klux Klan to oppose the expansion of Catholic medical institutions because they served people of all races and financial means. This incident precipitated the creation of a board of governors that served as the financial agent of the board of trustees. In 1924, Jesuit University's president defended this change. He said Jesuit University could not hope to get effective lay cooperation unless they gave the layman concerned an active interest in the university. The tuition-driven school took a financial hit during the Great Depression, mainly due to its debt and loan servicing. In 1930, the university also decided to close its hospital and conservatory. In 1932, Jesuit University cut salaries and made significant budget cuts to all departments.

Enrollment almost tripled between 1943 and 1948 as the student population increased from 3,000 students to 8,000 students. A second enrollment surge in the 1950s coincided with the arrival of new president. The new president intentionally tied the needs of Jesuit University's growing veteran study body to fundraising. Successive capital campaigns and nearly \$10 million dollars of federal grant support resulted in a quick infusion of money that supported building a new library, student union, student housing, and expanded academic services. By 1956, student enrollment surpassed 10,000 students, making Jesuit University one of the largest Catholic universities in the United States. Athletics were always important to the students of the institution, though by 1960, the football program was discontinued; however, enthusiasm for a successful basketball team subsequently took shape. The basketball team has continued to be nationally ranked to the present day and is a source of considerable school spirit for undergraduates and alumni. Consistent with other Catholic colleges, Jesuit University

reorganized its board of trustees in 1969 to expand the role of laypeople, a move generally supported but with created concern among Jesuits fearing a diminished connection to the Ignatian (i.e., Jesuit) identity and mission.

By the 1960s and into the 1970s, student enrollment leveled off and then started to decline, causing another wave of fiscal concerns. Tuition increases and fundraising efforts accelerated as a result. Around the same time, “White Flight” precipitated an exodus of affluent white families to the suburbs of the Jesuit University’s city, along with redlining and the building of new highways around campus (Pietila, 2010). At the same time, Jesuit University became known as an “inner city” school. Some high-profile crimes, including the murder of an undergraduate student in 1961 led to growing concerns about safety that have persisted on campus amid efforts from a newly created Presidential Task Force on Security and Safety at the time of this study.

In the 1990s and early 2000s, Jesuit University accelerated its fundraising efforts to increase its endowment and to make significant investments in campus infrastructure. New residence halls were built and the percentage of 1st-year and 2nd-year undergraduates living on campus increased to 90%. Beyond growing the campus, a strategic effort was made to work with the city and neighbors to revitalize the area around the university. Thomas, a 16-year member of the advancement division, shared:

People came to see that Jesuit University wasn’t building a moat around itself. It wasn’t an institution that was just part of the city that had walls up. It was really a part of the community and was looking to become a solution, you know, for a lot of the issues in the community cares about. And just it in my time here, that’s the one transformation that I’m just astounded how that just shifted and how appropriate it is for the Catholic mission of the university to have that.

Another source of community pride came from the continued success of the basketball program. Multiple National Collegiate Athletic Association (NCAA) Final Four appearances in the March Madness tournament made Jesuit University a household name.

Over the last 30 years, Jesuit University has continued to diversify its student population. During the Fall 2022 semester, 11,500 students (i.e., 7,500 undergraduates) attended the university. In 2022, 30% of undergraduate students identified as students of color, and 23% of incoming students were first-generation college students. At the time of this study, the university employed 700 full-time faculty members and an additional 500 part-time faculty members. The percentage of full-time faculty of color was 12.5%, and 91% of full-time instructional faculty had terminal degrees. The retention rate from the 1st to 2nd year for undergraduate students has remained consistent at around 90% since 2004. In 2022, the 4-year graduation rate was 66%, and the 6-year graduation rate was 83%. Although 1st- to 2nd-year retention rates were somewhat similar between the various racial groups, graduation rates were lower for all students of color except Asian American students during this time frame. The most pronounced differences in percentages were for Black men, whose 6-year graduation rate was 59%. Initiatives in the most recent strategic plan and current comprehensive campaign have been designed to address these disparities in retention and degree attainment.

Although the campus has grown and has a Carnegie Classification of doctoral university, many of the administrators interviewed for this study maintained Jesuit University has retained a small school feel. The institution is organized into seven colleges: arts and sciences, business administration, communication, education, engineering, health science, and nursing. The most conferred undergraduate degrees included biomedical sciences, business, psychology, nursing, and engineering. Miles—the senior student affairs officer (SSAO)—shared:

I think because Jesuit University is a place that is, as large as we are, is really focused on teaching and mentoring—I think it was last year or 2 years ago we were ranked 18th in undergraduate teaching in the country. And so, a lot of that is mentoring and undergraduate search relationships and that dovetails into us very well.

In 2021–2022, tuition was \$47,700 dollars, an increase of about \$4,000 dollars from the 2018–2019 academic year. The average cost of attendance was \$33,500, a decrease of \$1,000 from 2018–2019. During this time frame, 100% of undergraduate students received some type of aid, 33% received federal grants, and 21% received Pell Grants. Most core revenues for the institution came from tuition and fees (41%). Private gifts accounted for 17% of core revenues, which was higher than Jesuit University’s IPEDS comparison schools. Jesuit University spent more on an annual basis on student services and less on research and instruction than IPEDS comparison schools in 2021–2022. At the close of fiscal year 2022, the endowment surpassed \$800 million dollars. Although the size of the endowment has placed Jesuit University in the upper echelon of Catholic universities, there is still a sense the university must catch up to its aspirational peers. Marie, a member of the advancement division, explained:

I also think that there’s a grit at Jesuit University because you know, we’re always climbing, right. We’re going to continue to climb. It’s the type of organization we are. We are in a great spot as leaders within Catholic and Jesuit institutions but we’re not necessarily . . . we don’t have the largest endowment. We don’t have you know; we’re going through the lay presidency in real time. You know, those shifts are our new, but it’s definitely a special culture. And the affinity is strong at Jesuit University internally and externally, with alumni, with benefactors, with leadership and everyday players within—very strong affinity.

The sentiment of Marie’s comments was reinforced by current strategic and fundraising goals aiming to further advance the financial stability of the institution.

Jesuit University welcomed its first lay president in 2014, a year after adopting a strategic plan that included six strategic themes: (a) Pursuit of Academic Excellence for Human Well-Being; (b) Research in Action, A Culture of Inclusion; (c) Social Responsibility Through

Community Engagement; (d) Formation of Hearts and Minds; and (e) Sustainability of Valuable Resources. This plan informed the development of a \$750-million comprehensive campaign that closed in 2024. The four campaign objectives were to expand student opportunities, support teacher–scholars, foster university innovation, and transform the campus environment. The campaign was stewarded by the senior institutional advancement officer (SIAO), Terrence, who joined Jesuit University in 2018. Terrence commented:

At the very front, this is a campaign for and about students and so student affairs have rightfully been at the center of that and then even in the second, third and fourth, that’s going to obviously impact, students, and student affairs.

Miles, the SSAO, was an integral part of the fundraising team that raised over \$30 million for a new holistic wellness center by 2022. Miles departed Jesuit University after the Spring 2023 semester to assume a presidency at another Catholic University. In addition to Miles, 2 of the other 9 people I interviewed at Jesuit University are also no longer employed at the institution as of this writing. The institution has been preparing to launch another strategic plan that will extend through 2030.

The Catholic Identity of Jesuit University

Jesuit University is one of 27 colleges affiliated with the Society of Jesus, commonly known as the Jesuits—an order of Catholic priests founded by Saint Ignatius of Loyola (International Association of Jesuit Universities, 2023). Born in 1492, Saint Ignatius was a nobleman from the Basque region of Spain and was wounded in the Battle of Pamplona in 1521. During his recovery, he had a spiritual conversion through studying the lives of the saints. By 1549, he gained the approval of Pope Paul III to establish the Society of Jesus. Saint Ignatius’s initial vision for the order was to serve as traveling missionaries, but he amended the focus to include starting educational institutions (International Association of Jesuit Universities, 2023).

In 1548, Saint Ignatius sent 10 Jesuits to Messina, Sicily to establish a college to educate citizens in the liberal arts tradition for the benefit of the city of Messina. Within 30 years, dozens of other Jesuit institutions were founded in Europe and almost 500 years later, there are 133 Jesuit institutions of higher education in 31 countries around the world (International Association of Jesuit Universities, 2023).

After establishing his schools, Saint Ignatius authored key documents that have continued to guide the spirituality and curriculum of Jesuit institutions. The first was the *Spiritual Exercises*—a set of prayers and reflections that leads to deeper discernment and commitment to God (O’Malley, 1993). The other was the *Ratio Studiorum*, a document that expounds the educational philosophy of Saint Ignatius Loyola. The *Ratio Studiorum* provided an educational framework for all Jesuit institutions to follow (O’Malley, 2014). The liberal arts—more specifically, classics and theology—comprised the foundation of the curriculum (O’Malley, 2014). When Jesuit University opened in 1881, they followed a modification that allowed both for liberal arts and a track that allowed for professional training. This shift was considered a concession to the original plan for Jesuit education.

Jesuit University embraces the Jesuit (i.e., Ignatian) tradition through four mission pillars: service, faith, excellence, and leadership. The inclusion of laypeople on the board of trustees in 1969 was a seminal moment in the history of Jesuit University. Many of the Jesuits feared ceding control to non-Jesuits would intrinsically change the Catholic, Jesuit mission of the institution. The change was quickly followed by the development of a new campus ministry office that would be charged with maintaining the Catholic and Jesuit identity of the institution, while at the same time, finding ways to welcome religiously diverse students. The department now has over 12 full-time ministers who conduct retreats and residential outreach.

Beginning in the 1970s and continuing through current day, visibility of Jesuits at Jesuit University—and all other Jesuit universities for that matter—has declined. To combat this decline, efforts have been made through the Association of Jesuit Colleges and Universities (AJCU) to orient faculty and administrators to the teachings of Saint Ignatius through special mission-driven programs. AJCU holds yearly retreats, immersion trips, and conferences for faculty, campus leaders, and other professionals based on functional areas; for example, AJCU sponsors annual meetings and professional development for student affairs administrators and advancement professionals.

For Jesuit University, the Jesuit and Catholic identity has continued though the connection between faith and the promotion of justice. At the time of this study, two thirds of students at Jesuit University identified as Catholic and more than 70% of students participated in service activities in the local community. Jesuit University's most recent admission viewbooks boasted 19 sacred spaces on campus and over 30 Catholic masses offered each week. The Office of Mission and Ministry operated in partnership with the Office of Campus Ministry to promote the Ignatian practices of experience, reflection, discernment, and action outlined in the *Ratio Studiorum*. Every 5 years, Jesuit University participates in a Mission Examen, a discernment exercise and review required of all U.S. Jesuit universities. A report is submitted for review to AJCU and, pending a positive evaluation, the leader of the Jesuits in Rome (known as the Superior General) affirms the Jesuit affiliation of the institution.

Participants from both the student affairs and advancement divisions pointed to the Catholic, Jesuit tradition that guides the approach of “radical care of the whole person,” also known as *cura personalis* on Jesuit campuses. Miles, the SSAO, reflected:

Well, if we're doing our job correctly, we're using the mission as a frame and one of the primary reasons underneath the reason that we want to feed our students and house our

students and support them in their mental and physical health is *cura personalis*. I mean, and that's the overarching story that you tell, or the undergirding story. That's the foundation of why you do this work. It is not just to hit a goal although goals are important. This work is centered in the person and that's the relationship thing. You know that center and the person. So, it's all a realization of *cura personalis*. That you're dealing people to help people get something that is life-changing and transformative which is this Jesuit Catholic education or Catholic Jesuit education or education and Ignatian frame. And so, we tell the story all the time that we're doing this so we can produce men and women for others.

The priorities of the most recent Jesuit University strategic plan and comprehensive campaigns align well with the universal apostolic priorities of the Society of Jesus—namely to walk with students through their spiritual and academic journeys. This alignment has led to the natural inclusion of student success initiatives for students of color and first-generation college students in the current campaign. It has also allowed for student affairs to take an active role in the campaign to address student well-being.

Although the Jesuit tradition is very present at Jesuit University, Samantha, a member of the advancement division who worked primarily with parent philanthropy, thought this tradition may not be as present or important for some. She shared, “Faith is there. It's not the first thing that people always talk about.” Jesuit University also encounters tensions in how its Catholic identity overlays with its Jesuit identity. For some participants, the identities are one in the same, and for others, the Jesuit mission is viewed as being more progressive. Chris shared:

It's hard to be Jesuit and Catholic and a university all at the same time and some of our alumni feel we are a little too liberal or some of them feel we are not Catholic enough and we are either winning or losing that battle, but I will say that we're—whether you think we're liberal or conservative as a Catholic institution—we are Catholic. And I think because we've not altered our core mission . . . and how we treat each other and how we treat our students. It's a strong distinctive for parents.

Over the past 15 years, Jesuit University has found itself in the middle of several high-profile controversies related to the lack of support for LGBTQ+ students and faculty. These controversies have had the potential to influence funding priorities and the willingness of donors

to make a large gift. Miles, however, was confident there is room for both progressive and more conservative Catholics at Jesuit University. He said, “If a conservative alum, who is a very Catholic, were to give us \$10 million, we’d probably accept it and we would probably orient it [the gift] towards things that are meaningful to him, not to exclude anybody.” Like most other Catholic schools, there is a desire to be inclusive while continually negotiating the confluence of Catholicity, culture, and politics.

Student Affairs at Jesuit University

Student activities at Jesuit University was present from the start, but it was not until the college mergers of the early 1900s that officials were needed to maintain order among a larger and more religiously diverse group of students. Many of the students did not grow up in parochial schools and the strict rules that come with Catholic education. Jesuit University abolished athletics in 1912 due to a financial crisis but athletics were reinstated a mere 3 years later (i.e., in 1915) with financial support from the alumni association. At the same time, student activities went through a transformation as more non-Catholics and women joined the student body. By 1920, almost every school had dances, fraternities and sororities expanded, and the radio station and newspaper became a voice for the students and the local community. The first dean of men was hired in 1921 and the hiring of a superior of women occurred 2 years later. Several years later, Jesuit University published its first student handbook and opened a “male student union” (initially, women were only allowed into the cafeteria). By the 1930s, Jesuit University offered new student orientation and the Department of Vocational Guidance (a career center) commenced operations. In 1940, a three-person guidance office helped students with personal, academic, and career-oriented matters.

The scope of student affairs at Jesuit University continued to widen as enrollment expanded, and by 1956, the post of vice president of student affairs was created to oversee the dean of men, dean of women, housing, the student union, activities, Greek life, retreats, and student health. Student conduct issues were relatively subdued in the post years, but by the late 1960s and 1970s, the institution had to contend with a growing number of incidents involving alcohol and narcotics use. Student activism also increased during this time as students began to question coeducational housing restrictions and limitations on invited campus speakers and organized around issues of racial justice. Rallies and sit-ins followed the assassination of Rev. Martin Luther King Jr. as students demanded Jesuit University expand its support for Black students and the growing Black population of its home city. Jesuit University's Educational Opportunity Program was formed 9 months later.

By 1972, Jesuit University also created a small multicultural center and hired a director of multicultural affairs. Additional advocacy occurred on behalf of Native American students regarding the school mascot. By 1994, years of advocacy on behalf of the Native American and Indigenous population of the city resulted in the name change of the school mascot, which had been criticized as being demeaning to the Indigenous students and community members. Alumni and donors were upset with this change, but the administration held to their decision.

Additionally, Jesuit University opened a LGBTQ Resource Center in 2015.

Jesuit University has had a tradition of retaining chief student affairs officers (CSAOs) for long tenures. The last four CSAOs all served for 7–8-year spans. At the time of this study, the division employed about 300 full-time employees in student affairs across 12 departments: the student union, community service, inclusion and engagement, LGBTQ resource center, counseling center, recreational sports, health center, residence life, student activities, marketing

and graphics, special events, and the student affairs central office. Ron, the executive director of business operations for the student affairs division, noted the scope of student affairs at Jesuit University may be wider reaching than on other campuses. He explained:

We are a broad-reaching enterprise here because of what we do. I think student affairs does some things that might not fall into student affairs and other areas, you know, we run dining on campus. We run the university's card office so IDs and things like that.

The division also organized its work into 15 units, including committees that foster cross-divisional collaboration. Some of the units include committees to address assessment, diversity and inclusion, student behavior concerns, and bias reporting. Many of the student affairs functions are centralized in the student union, but there has been a concerted effort to engage the offices not located in that central campus space.

The student affairs division has a strategic plan informed by the most recent campus strategic plan. The work of the division was historically assessed through five cocurricular student outcomes area: life skills, holistic development, social development, intercultural development, and social justice. In Fall 2022, the division decided to sunset those outcomes and move toward a new model of assessment that addressed specific goals of the division around wellness and student success. Both wellness and student success are specific initiatives within the current strategic plan and comprehensive campaign; new learning outcomes were under review at the time of this study. The division has maintained connections to national student affairs organizations such as NASPA and the American of College Personnel Association (ACPA), but also has found mission-driven support and guidance through the AJCU. AJCU hosts subgroups for the SSAOs of all the Jesuit schools as well as JASPA, the Jesuit Student Affairs Personnel Association. This group provides important consultations around student affairs issues and emerging trends that uniquely impact Jesuit universities. During the COVID-

19 global pandemic, participants from the student affairs division noted they maintained connections through virtual opportunities sponsored by the SSAO. Social hours and lunches also helped the division, especially because the pandemic exacerbated burnout.

Miles, the SSAO since 2016, described the culture of the division as “steeped in mission,” “student-centered,” and “pretty collaborative for a midsize university.” Even though growth had taken place, Miles described a family feel strengthened by numerous affinities the staff have with Jesuit University. Some attended the school and others sent their children to the institution. He went on to share:

It feels very good to be a member of this community, and I will say that part of it feeling good to be a member of my division is about me carrying that radical care for the person not just into the students but into the staff that I hired to do the work. I’m very intentional about who I hire or whom I hire. I asked everyone that I hired, “do you like students” to have to say “yes.” I’ve had people say “no.” You don’t get hired. It’s not discrimination. This is the core of what we do and also, I have a culture of transparency and communication.

Miles was charged with heading the campus-wide response to the COVID-19 global pandemic.

Miles credited that campus-wide exposure with allowing him to strengthen awareness and advocate for the work taking place in the student affairs division. He also prioritized self-care for members of his division. During the 2021–2022 and 2022–2023 academic years, a significant portion of Miles’s job responsibilities included fundraising for the comprehensive campaign. He had recently departed Jesuit University as of this writing and Ron, a long-serving director, was named interim vice president.

Institutional Advancement at Jesuit University

Saint Ignatius of Loyola has been called one the first college advancement officials (Clancy, 1993). Saint Ignatius wanted every Jesuit institution to start with an endowment that would allow the leaders to select students based on merit rather than ability to pay. Many U.S.

Jesuit schools were not able to fulfill this wish (and still cannot). Jesuit colleges in the United States have been remarkably slow to organize their alumni engagement efforts. The earliest Jesuit school alumni associations focused more on events than fundraising. Jesuit University did not begin to actively solicit their alumni for donations and annual giving until 75 years after its founding.

The first capital campaign at Jesuit University was organized in 1915 and went public in 1916 with a goal of \$300,000. This campaign was the first time Jesuit University hired a professional fundraiser to guide fundraising efforts. The New York-based fundraiser brought an expertise to the effort that led to favorable press coverage from the local community. Jesuit University's large cadre of non-Catholic students helped the organizers infuse a civic spirit into the campaign and led Jesuit University to proclaim that the institution "belongs to the entire city." Ultimately, the case for support made by Jesuit University appealed to both Catholic and non-Catholic donors. The campaign exceeded expectations and wound up raising \$550,000. Although the campaign was deemed a success, one Jesuit noted the alumni giving was somewhat lackluster. He found the alumni association to be "far from loyal" and "largely ungrateful." In 1924, Jesuit University established an alumnae association, which—in its first decade—successfully advocated for improved dormitories and the creation of women's varsity athletics.

It was not until the financial crisis of the 1930s that the university started to actively engage their alumni for annual giving and other support. The results continued to be underwhelming. By the 1950s, the university had initiated several waves of capital campaigns to support expansion. The position of vice president for public relations and development was first created in 1952 to oversee these fundraising efforts. Most support for these campaigns came from the local business community. In 1960, the president of Jesuit University announced a 10-

year campaign to raise \$45 million to support endowment, faculty salaries, and the overall health of the institution. This campaign led to a dramatic increase in advancement staff, particularly after the vice president for development and public relations warned the infrastructure was not in place for a fundraising effort of that size. In 1956, the sitting dean of women left student affairs after 23 years in that role to become the assistant vice president of development and public relations. The 10-year campaign exceeded its goal, despite the alumni giving rate only reaching 18%. A 1975 campaign sought to raise \$40 million to fund capital improvements and the endowment. By the end of the 3-year campaign, Jesuit University's endowment sat at \$16 million, well below leading Catholic universities at the time.

Future campaigns in the 1980s and 1990s aimed at increasing the endowment to remain competitive with aspirational institutions. A 7-year campaign that ended in 2005 raised \$356 million, including two \$50-million gifts—the two biggest gifts the institution had ever received. Additionally, the alumni giving rate for the campaign increased to 28% as the institution started to make inroads with its alumni. Ron, a long-serving member of the student affairs division, noted:

I think people leave Jesuit University but never leave the place, you know, there's always that connection. You're always looking back, you are always remembering what it was like when you were here, and I think that's really strong with our graduates. Our alums are very loyal to the institution, and I think that makes fundraising pretty interesting.

Around 2008, Jesuit University, with the support of its president, made a strategic decision to invest \$3 million to double the size of the departments within the advancement division to create a foundation for future fundraising efforts. Charles, a 24-year veteran of the advancement division, described this effort as a transformative change in “quality, quantity and volume.”

The investments made in the early 2000s paid off in the following years. In 2013, Jesuit University completed a strategic plan that laid the groundwork for the next capital campaign with

a \$750-million goal. The campaign was scheduled to close in summer 2024. By Spring 2023, the campaign was on track to exceed its goal with \$680 million pledged. As of June 30, 2022, 56,000 people had donated to the campaign, and 46% of those donors were first-time donors. Jesuit University's endowment was now above \$800 million. The total endowment in 2022 placed Jesuit University within the top 150 of all institutions and within the top 10 endowments of Catholic colleges and universities.

The advancement division at Jesuit University includes 110 employees organized into annual giving and advancement services, alumni affairs, college advancement (working with various colleges within the university), corporate and foundation relations, and donor relations. Advancement is a centralized operation at Jesuit University. Since 1992, there have been 11 different chief institutional advancement officers (CIAOs). From 2012–2018, five people held the position in permanent and interim roles. The current CIAO, Terrence, had been in the position since 2018 as of this writing. Chris, a long-serving member of the advancement division, shared the current culture of the division is as good as it has been in his 24 years at Jesuit University. He shared he viewed this current state of the division as a “Camelot moment.” He went on to explain:

You have people that are extremely senior, extremely experienced with the right mindset, where they're not controlling, you know, their team-oriented people. There is an emotional intelligence function as well . . . You can't plan for that to happen. And so, we talk a lot about culture, honoring the “Camelot moment” that we're in, but also trying to your point being yeah, we're very aware of trying to sustain the culture forward because we know what we have is not. . . . You can't hire it. You know. Everyone's pretty driven, but they're very collegial. There are no big egos. We back each other up. We love to mentor. We love to teach. We are really a good group of very senior principal gift officers that probably Jesuit University will never have this alignment again. It's just asking too much of the culture, 10-year retention, you know, the economics of it just wouldn't permit it.

Terrence described the division as donor-centered so that advancement professionals can all feel empowered to solicit student affairs gifts in consultation with a student affairs liaison. Individual officers are tasked with creating connections to donors but also have the flexibility to fundraise across the institution. When asked about the structure of the division, Samantha, the primary student affairs advancement liaison and parent gift officer, shared, “It’s never boring. Sometimes, it’s confusing.” The division also places emphasis on mentoring new professionals to help increase retention. Overall, participants widely viewed Jesuit University advancement and student affairs cultures as successful and stable.

Emergent Partnership Between Advancement and Student Affairs at Jesuit University

Prior to the current comprehensive campaign that began in 2021, there were few intentional partnerships between the advancement and student affairs divisions. Marie, a member of the advancement division, said:

The institutional advancement and student affairs relationship, I think it was fine. It wasn’t thriving. It was more reactive, and I would imagine most of their [student affairs] funds came at the time, through annual fund, you know or less relationship driven—not major gift driven.

Furthermore, leadership and fundraising priorities in the advancement office have continued to change every few years. Marie acknowledged there was somewhat of a “wild west” nature organization of the advancement division between 2008 and 2016. Leaders from other divisions would be approached by multiple gift officers with urgent questions and requests as opposed to aligning all communication through one advancement liaison. The previous capital campaign in the 2010s included a priority to fund a new residence hall but did not generate excitement among donors. In the end, the new residence hall was funded primarily by the institution. Marie labeled it a “philanthropy fail” and attributed the failure to not curating the donor constituency enough

during the silent phase of the campaign. No high-capacity benefactors were interested in having their name on the building.

Prior to 2016, the student affairs division also did not actively seek out partnerships with advancement. Ron attributed the lack of interest in fundraising to the introverted nature of some of the previous SSAOs. This lack of engagement from leadership made it very difficult to generate cross-divisional relationships and partnerships. Before Miles arrived in 2016, the interim SSAO initiated discussions with his counterparts in advancement. Ron recalled:

He was the dean of residence life at the time, he reached out to advancement and said, “Listen, you’re missing this whole band of people that aren’t your 80-year-old super donors. But they’re your 35-year-old donors who might someday become your super donors,” and we courted them and had them come to campus and it was very successful. That planted the seed that I think is now growing into you know the crop that Miles is now cultivating.

With leaders in both divisions partnering in place by 2018, Jesuit University began to experience dramatic changes in the organization and shared vision for the partnership. Miles said he entered his position as SSAO with a desire to fundraise for specific programs to support students of color, first-generation students, and Pell Grant-eligible students. He was especially focused on fundraising to support their food and housing needs. Early in his tenure, Miles inquired about changing the drop-down giving menu on the student affairs website to gather donations to reflect his priorities. He added a student affairs excellence fund that allowed flexibility to support students in crisis. Terrence, the SIAO, was generally more open to exploring the ways in which student affairs could be involved in advancement initiatives. Terrence agreed Miles’s funding priorities were important to the overall university efforts. Marie also explained:

Again, the room and board security and housing—that was something for many years, we couldn’t do, and you have the right donor looking to make a massive gift and you had the right leadership. So, both Miles and Terrence said, “You know what, we’re tired of

hearing we can't do this. It's time to work directly with our CFO [chief financial officer] and figure out how we can do this in a way that makes the impact donors want and, more importantly, support students, where there's an incredible need." And, as you know, probably from student affairs work, if you're funding room and board you take away those insecurity issues or the commuter issues of students who did not choose to be a commuter, they have a greater sense of persistence and success.

Donors resonated with the goal of supporting student housing and food security and the impact such donations could have on the lives of students at Jesuit University.

Two other initiatives also contributed to the creation of a strong and successful student affairs partnership—the creation of a fully dedicated advancement staff member for student affairs and the formation of a parents' council. Prior to Miles's arrival, an associate director in advancement was responsible for student affairs fundraising. That associate director was also responsible for gifts being made to the art museum and areas supporting mission and ministry, which left little time to focus on student affairs priorities. Miles shared when he first arrived, the former SIAO carved out a half of a full-time position to support student affairs fundraising. Marie, who had previously worked in admissions, filled that role, and began to work closely with Miles as the primary liaison to student affairs.

Marie's other job responsibilities included working with nonalumni families of significant wealth. When Marie worked directly with student affairs, she reported to the principal gifts team, which helped to highlight student affairs priorities and updates to high-capacity donors and the board of trustees. In the 1st year working together, Miles helped to bring in \$2 million in gifts. Since 2017, Miles also mentioned working with Samantha, a second fully dedicated gift officer for student affairs and the parents' council. Before the comprehensive campaign went public, Miles and Samantha brought in \$2–5 million of dedicated student affairs dollars annually. Marie left Jesuit University in 2022 and Samantha took over the role of director of parent and student affairs philanthropy. The student affairs division still has two fully

dedicated advancement fundraisers assisting with student affairs fundraising solicitations and stewardship.

Plans for the Jesuit University parents' council emerged after Thomas, a member of the advancement leadership team, noticed a lot of parents with high capacity were not giving or engaged in the life of the university. This untapped resource led to the creation of the parents' council in 2017 and the intentional plan to tether the work of the council to the SSAO. Miles noted he and his student affairs leadership team were in direct contact with Jesuit University families. Over time, Marie and Samantha offered advice to Miles and his leadership team to focus their fundraising priorities on future goals as opposed to current needs. This visionary approach led to some early wins, such as when the grandparents of a current student donated \$30,000 to support a 4-year leadership program for students of color. At this time, Jesuit University was also able to establish and fund a program for students with food insecurity.

Thomas, the assistant vice president for advancement, recalled:

And so, we had several people that moved their support to helping in that area and to other areas within student affairs. It became this two-way street, where, you know, Miles was coming to the meetings, and he was articulating the vision. People were responding to it, and he was using examples of what other parents had made possible. And it was just this win/win situation where people can see the impact. They understood, they were making a difference, you know, by doing this, and they felt good about it.

The giving interests of the parents' council soon figured into plans made for the current comprehensive campaign underway at the time of my site visit. Given the campaign planning coincided with the COVID-19 global pandemic, donor interest gravitated toward programs that directly benefitted student success, equity, and wellness. These areas directly aligned with the divisional goals of student affairs at Jesuit University.

Current Partnership Between Student Affairs and Advancement at Jesuit University

All evidence collected for this study suggested a coordinated and, at times, collaborative partnership between student affairs and advancement at Jesuit University. The collaborative features of the partnership tended to focus on activities connected to the comprehensive campaign. Nearly everyone interviewed felt the current overall partnership was the strongest it had ever been, which was mostly attributed to the dynamic leaders of both divisions. Thomas shared:

Miles has just the right person at the right time. It's interesting how the Holy Spirit works that way. But he is you know, we talked about innovation and just being open, being humble, being open to trying different things. He's been the perfect partner, you know to do that, and you know he's got this this zeal for excellence. He knows that you know he doesn't want to do anything halfway and that's just been a privilege to be able to work with a partner like that, and then this whole team that he has over there, they kind of embody that.

The groundwork that created the partnership over the last 5 years and early success led to student affairs playing a significant role in the comprehensive campaign. Nearly \$100 million of the campaign will be dedicated to fully reimagining the current recreation center into a comprehensive wellness and recreation facility. The new building will bring together aspects of student wellness currently dispersed around campus including the counseling center, alcohol and drug prevention, and health center. Miles's vision and advocacy for the project has been matched by the interest and enthusiasm of the university president and the president's family, who were personally passionate about issues of mental health and well-being. Chris, a long-time member of the advancement, called the wellness center a "village-centric project," one that would probably not have made its way into previous campaigns. Chris credited the fundraising success for the recreation and wellness center to Miles's ability to create an emotional connection with donors. He explained:

I think everyone is beginning to understand that a healthy human has to exercise. They have to sleep. They have to eat well. They need to be self-aware. I don't think exercise is quite so extracted from the pillars of just basic human healthiness. So, our ability to demonstrate that and teach it and make it available to our students, you know there's a bit of me, I thought. Well, this is this. . . . Wow, I mean, we're becoming like a resort destination for college students, right?

Of the \$100 million needed for the recreation center, advancement determined \$30 million would be raised specifically from student affairs fundraising efforts. Miles and Samantha would work together to reach the \$30-million threshold. Beyond the student affairs fundraising efforts, a local corporation made a large gift and requested two floors of the facility be named after the current Jesuit University president. This entire effort required a significant portion of the SSAO's time during 2022. Miles reflected:

The entire semester has been fundraising and speaking to as many constituents close in large groups, small groups, you know, tours. However, we want to do it and we've gotten there. So that's a pretty huge. . . . It was a good lift. It's not easy to raise \$30 million a year.

Miles also shared he and Samantha, his primary advancement liaison, "work together on the messaging." He said, "We work together on the scheduling. We work together on me being present, and not just me—whenever others could do it too . . . we did that." Miles described spending time traveling to donors' homes, engaging in virtual meetings, and leveraging large sporting events on campus and nationally during away games and NCAA tournaments to assist in the solicitation of gifts. Jesuit University surpassed their \$30-million student affairs goal in January 2023 and broke ground on the recreation and wellness center.

Beyond the wellness and recreation center, two other significant partnerships have helped raise large sums for other student affairs priorities. One of the programs provides curricular and cocurricular offerings that begin the summer before freshman year and run through graduation, helping students from underrepresented backgrounds make the most of their college experience.

Fundraising for the program will allow 1st-year enrollment to expand from 50–80 students and further build out financial support for experiential learning opportunities. Such additional financial support will allow students who could not afford to engage in experiential learning (e.g., study abroad) the opportunity to participate.

In 2021, the program received a \$500,000 gift from a West Coast donor. Once again, Chris credited Miles with being the driving force behind the donation. Beyond being personally passionate about the project, Chris believed Miles's background as a Black man who was able to explain why the program was important to Black, Hispanic, and other underrepresented groups, contributed to its success. The other program provided material support for a campus food pantry and other essential items. The need for the program was supported by a research brief published by the Jesuit University's School of Education. A summary of the brief was made available to donors. Right before the start of the COVID-19 global pandemic, support for the program was tied into a campaign that involved an old residence hall. Marie explained:

There was a residence hall that was going to . . . a very storied you know, like every campus has one—like the residence hall that people love to say I survived, you know was being taken down and university advancement decided to monetize that with a nonprofit component. You know, kind of like buy a brick, not that you're buying a real brick, but this your gift goes towards the program so we created like an additional mini campaign digitally for all alumni to participate in this moving alumni experience and then, more importantly, raised visibility for the program.

The digital campaign brought in over \$90,000 for a program that started with a budget of \$500. Donors can still make a gift to the food pantry through the campaign website or directly from the student affairs website.

The partnership between Miles, Samantha, and the parents' council has also provided an ongoing mechanism for information sharing and awareness for student affairs issues beyond the campaign priorities. About 20 families have participated in the parents' council and they meet

several times each year. During the COVID-19 global pandemic, the council had a direct line to Miles. Marie acknowledged maintaining Miles's connection with the parents' council at a time when he was leading the campus response to the pandemic was a challenge. She recalled, "It required an enormous amount of time, creativity, effort, flexibility on both ends and putting in the most valuable resource of time for him and us without the promise of a reward on investment." In a typical month, Miles recalled hand-writing 30 thank-you notes to acknowledge gifts to the student affairs division that exceeded \$1,000. Beyond Miles, parents' council members also heard from students connected to the initiatives funded through philanthropy. These students (typically BIPOC and first-generation students) presented to the parents' council and emphasized the importance of donor support and expanding programming initiatives (e.g., coordinating low-cost textbook purchases).

Although Samantha, the Director of Development for Parent Leadership and Student Affairs, worked primarily with Miles, her liaison role with student affairs provided her access to the entire student affairs division. She was invited to divisional gatherings, leadership meetings, and conference calls. Marie shared:

So that we're not just here for providing the checks, but we're also part of the dreaming when the dreams are sort of being flushed out with the division. It's good for us to have an ear, so we can come back with a principal gift colleague and say, "Oh my gosh. You know, community service was brought up again. Who do we have now in your portfolio that we might revisit or bring this up with?" So, there were a lot of different intersection points primarily with Miles, especially as we built it.

Members of the student affairs division also found these connections exciting. Ron, the Executive Director of Business Operations for Student Affairs, mentioned conversations in fundraising efforts "trickle down" to others in the student affairs division as advancement gift officers make new connections between donors and student affairs initiatives. Miles was a regular participant in a forum intended to educate advancement officers on spotlight initiatives

throughout campus, which allowed students affairs to have an equal place at the table in communicating funding priorities. This role was especially important because alumni and other benefactors may initially connect with advancement to support academic initiatives but may also have interest in student affairs. The advancement officer participants viewed this knowledge of student affairs information as added value because they were better connected to campus life.

Beyond the more intensive and time-consuming partnerships connected to the campaign, advancement and student affairs professionals described coordinating partnerships on annual campus events. Participants noted student affairs helped advancement book space in the student union and other campus meeting spaces. Both divisions partnered on the coordination of an alumni mentoring program. Samantha also noted the ongoing connections with residence life and parents. She said:

We do regular advocacy outreach to Res Life when we know a benefactor or a very important leadership volunteer might be having a student come in, and they might request a certain housing assignment. That's a big one, and that, you know, starts [every] January.

Beyond discussing parent concerns, residence life also assisted with housing connected to annual alumni reunions.

Sustaining the Partnership Between Student Affairs and Advancement at Jesuit University

As the campaign drew to a close in 2023 participants in the student affairs and advancement divisions at Jesuit University overall found great value and benefits from the partnerships of the past few years. Those in the student affairs and advancement divisions expressed a desire to continue to be cooperative to advance the strategic goals of both divisions. Miles said he wanted to move toward endowing some of the student affairs initiatives highlighted in the campaign to solidify their role on campus if the need exists. He explained:

Almost any of the programs, we have we want them endowed so it spins off its own operating dollars, so it matters not if I'm the personality that's pushing it or if someone else, or if everyone in my division turns over. That these programs don't die because the passionate leader of those programs are gone. So, the endowments are extremely important, and I set the levels. And we set them together like on their need. So, if it needs to be an endowment that spins off enough to basically fund an endowed directorship, another program or staffing, then we do that and have some money that is set aside that spins off for programming—that is how we set it up.

Endowment funding also helped to ensure positions would be maintained even during times of budget cuts. Miles felt his fundraising work supported the student affairs division by taking some of the pressure off the overall divisional budget, especially amid disruptions caused by the COVID-19 global pandemic. Eleanor, a former director in the student affairs division who worked with advancement on fundraising for the wellness center, agreed endowment dollars would also take pressure off obtaining and maintaining grants. In her experience, some grants had not been renewed, and staffing could only be appointed for a year at a time. This challenge made longitudinal work and long-term progress difficult to achieve. Sondra, another member of the student affairs leadership team, thought there was potential to work with corporate sponsors to expand successful programs or to restore programs that may have been cut in previous years.

From the perspective of the advancement division, Chris, the Assistant Vice President for Strategic Partnerships, was optimistic about the future of student affairs fundraising. He thought some student affairs priorities included in the current campaign could be sustained through strategic and venture philanthropy. Strategic philanthropy is a way to be responsive to donors who want to see measurable outcomes of their gifts. Donors who give lead gifts to student affairs initiatives have the capacity to endow the programs after seeing demonstrated impact and supporting data. Chris shared:

The guy who gave the hundred thousand could easily give \$5 million to endow it. So, this is where you need to go with some of these programs and other things. Miles is getting increasingly larger gifts from high-net-worth donors who start at \$50 thousand, but now

they can give \$10 million. So, this ramp needs to be understood. Like, we all need to understand that we're not just in a fundraising business. We're in a startup business.

Chris also saw the potential to commercialize successful programs and share them with other universities for a fee. In this model, the initial investment begins to generate revenue for the division and institution.

Although most divisional colleagues are thankful and excited by the student affairs and advancement partnership, several people interviewed shared some words of caution. Kourtney, a member of the student affairs leadership team, was concerned important programs (e.g., affinity spaces for Black students) may not make it to the top of the fundraising priorities. This situation had the potential to result in a perceived competition for resources. Success in some areas of fundraising may lead to the development of initiatives that are not fully fleshed out.

Furthermore, not all priorities and projects that were discussed should move forward. Miles shared an example about the desire to create an affinity group for resident assistants with the hope of generating new donors for residential initiatives. Miles expressed concern that the cultivation of resident assistants dating back over 50 years may create hours of work vetting and rating prospects for analysts in advancement. Such effort would pull time away from people in both student affairs and advancement. If there was an agreement to do the work, both divisions need to know what they want to do with that affinity group once they are established. Eleanor, the former director of alcohol and other drug prevention and education program, acknowledged new efforts would fall on an already overextended group of people.

Cultural Models Between Student Affairs and Advancement

The culture and beliefs that have deepened the student affairs and institutional advancement partnership at Jesuit University started with the senior officers in each division. These officers set the tone for the partnership, dedicated resources of time and staffing when

necessary, and disseminated information across the campus about why student affairs priorities were valued-added to the entire comprehensive campaign. For Miles and Terrence, the partnership was a natural extension of the institutional culture. Terrence explained:

I don't really know that we have an explicit [agreement] saying here's what we're going to do with our partnership. You just kind of you know you work together, and you know, part of the overall guiding mission and vision of the institution that we're working on needs to inform our behaviors. And that's where, again, then that is modeled and exhibited by the way, that Miles and I conduct ourselves. The way that our senior [leadership] teams conduct ourselves.

As the partnership evolved, the SSAO began to be treated like the deans of the academic colleges. Advancement personnel assigned student affairs a full-time staff liaison with whom to partner on a regular basis. The assignment of this position allowed for clear reporting lines between the divisions so that gift officers and student affairs professionals knew where to channel inquiries and how to share information. The strong relationship between Miles, the SSAO, and Samantha, his primary advancement liaison, contributed to a deepening of trust and efficiency in the relationship. Over time, Samantha became a better curator of what she asked of Miles in terms of donor engagement, and Miles understood the moments when he could be bolder with donors. On occasion, Miles was able to make an ask if he had a good understanding of donor capacity, and the interaction was positive. Beyond the vice presidents and direct boundary spanners, members of student affairs division felt their advancement colleagues became more literate in their day-to-day work and functional areas. Sondra, the dean of students and a focus group participant, noticed more alumni were being hired into the advancement division. Many advancement colleagues had children who attended Jesuit University. These dual roles allowed people to notice student needs in more meaningful ways.

Although the vision for the partnership tended to be positive and innovative, a key component of maintaining a positive partnership came from an acknowledgement that both

student affairs and advancement are at times motivated by different interests. Furthermore, ethical and professional considerations may not always align. For example, Eleanor, a member of the student affairs division who worked in alcohol and drug education, recalled varied encounters with her advancement counterparts due to the nature of her work. Her partnerships with colleagues in alumni relations and major giving tended to be very creative and flexible because they aligned donor interests with her prevention and support programs. Eleanor's interactions with her colleagues in corporate and relations focused more on sponsorships. Their desire to partner with companies connected to alcohol required Eleanor, at times, to be more rigid and cautious. She explained:

When you're dealing with drug prevention, you need to be very careful about what organizations you align with and you need to make sure that their mission and vision meets your mission and vision trying to support students. So, I think that they will say that, but then over time, they've learned that my rigidity is flexible, but I'm also incredibly committed to the work that they do, and they appreciate it, because now we received funds and growing funds over the past 6 years. . . . So, a lot of times, it is a reeducation of our donors, donor staff, advancement staff to say, "that's a great idea, but can you ask the donor to think more creatively, or could you impart these ideas on them too? Because what they're asking isn't evidence based or it's not going to meet certain needs."

Megan, the Director of Residence Life, also discussed how she negotiated her involvement with advancement, especially when she was asked to review specific requests for housing accommodations made by parents and other donors. Megan balanced the need to maintain positive relationships with donors with maintaining a level of fairness and efficiency for the housing process. She was willing to discuss special circumstances and better understand the request of her advancement colleagues before making a final decision. She explained her decision-making process around housing placement requests, noting:

There is, you know, as donors are, you know, their kids are coming to college there, you know. I'm getting the ask for can they get their first choice, and then, you know but we're partnering in those lines, because. you know initially, when I came in, I'd get like 40

names, and when we dig through it, like some of them are giving \$50, and that's not enough to get your . . . I'm not even sure \$100 a year is enough to get that, but really asking them to identify who are those meaningful relationships that this makes a difference? You're on the precipice of getting a really big donation. And so, this is aiding in kind of catering to the care of that donor, or they have just really offered some nice scholarship money to the university, and, you know, like four, five, six figures more. Those are obviously people that we want to show some generosity and appreciation for.

Megan's decisions considered the complexity of donor relationships. She described being willing to partner with advancement to advance the greater good for Jesuit University.

Miles spoke about how he established both personal and professional boundaries in his interactions with donors. Early on in his tenure, he acknowledged he did not always react well to donors who made what he believed were ignorant or offensive comments in his presence. He reflected:

You know early on that was very problematic for me because I didn't react well or I couldn't hide on my face or in my you know, physical demeanor how offensive that was to me. And I learned to better control that. But also, then talk to my advancement partners about what's important to me. Now it doesn't have to be the most important thing, but let's be clear, I'm not going to get into a relationship with someone that I can't respect and doesn't respect me are the things that we value as a university. So, if they're out of sync with our values and it's more readily known if they're like coming in, you know and say, you know, "We want to do a Planned Parenthood gift"—for something like that that's not gonna fly in any Catholic institution. But it's much more around politics and diversity and inclusion. You know if they come in railing is that, then no, I'm not gonna pretend to be in their corner. I'm not going to pretend to be in a relationship.

Miles and Samantha also described working together to understand the expectations. The culture allowed for donor relationships and connection with student affairs priorities to "fall away" if the donor's interests compromised the ethical and professional responsibilities in the student affairs division. Miles emphasized, "So, while I am an advancement person in part, I'm not in whole, right. And so, I won't just do anything to maintain that relationship." If the student affairs fundraising interests do not materialize, donors are directed to other funding needs. Both Samantha and Chris felt the structure and approach of the advancement division allowed for

donors to be involved in multiple giving opportunities. No one wanted to force a relationship that was not mutually beneficial. These professional understandings supported a culture of honesty, transparency, and respect that also helped cross-divisional partners maintain working relationships.

Relationships Between Student Affairs and Advancement Colleagues

Miles and Terrence considered themselves to be close professional colleagues and friends with a high level of respect and admiration for each other. They were both members of the president's cabinet and had garnered a significant amount of presidential support for student affairs and advancement priorities. Miles appreciated Terrence's approach to building relationships across campus. Miles shared:

Fundraising isn't treated as like a solo sport. Our fundraising arm has a leader that understands the value that almost any community member can bring to the fundraising effort from students and their stories of how the mission is informing how they walk in the world and the good that they're doing even while they're here as undergrads to you know, leaders like myself all having a way to basically pitch in to our constituency groups to help bring value to the bottom line, and to our own direct programs.

Terrence discussed structuring the advancement team so there was a direct liaison to Miles. As the campaign ramped up, a second person was also added to the parent philanthropy team to further support Jesuit University families. Samantha was responsible for working primarily with "pure parents"—parents who had no other relationship with Jesuit University.

Terrence explained:

A lot of our families know they can reach out to our colleagues, in addition to student affairs and it's another avenue for support and access and then relationship building and many of those parents end up being very supportive too. So, it's a natural synergy for that and our parents' team is generally two people, so the director and an assistant director. And so, they both kind of support, Miles, and his team, and then obviously like I said, we all, we all support.

Samantha felt uniquely prepared to serve in her role as director of parent philanthropy. She was, herself, an alumna and a parent of two Jesuit University students. Her multiple connections to Jesuit University bolstered her credibility with parents and allowed her to build relationships and trust more authentically. She also found herself immersed in the activities of student affairs in both formal and informal ways. Formally, she was embedded in the division and got to know both the people and the priorities. Kay, Miles's executive assistant, called Samantha an "honorary member of the division." Samantha was invited to the student affairs holiday party, semester kick-offs, and standing meetings. Kay said:

She is a very visible member of our division, even though she's not necessarily officially a member but we like to have her be a part of what we're doing, because she needs to know what's going on if she's going to be able to direct donors who are interested in student affairs to us . . . so definitely collaborative.

Samantha worked closely with student affairs directors so she could get to them on a personal level. This connection allowed Samantha to let Miles know which directors might be helpful with direct outreach to donors. Furthermore, understanding the culture of the student affairs division allowed Samantha to operate in a much more deliberate manner when introducing donors to student affairs priorities. Samantha also prepared Miles and student affairs directors for contact with donors. Before an initial meeting, student affairs representatives know a lot about the donor and their passions that surround the funding opportunity; informally, Samantha had taken advantage of her status as parent of two Jesuit University students to find out what was important to students on campus. Samantha bragged, "Yeah, I get all the scoop from my own kids and their friends."

Samantha also described being the initial communicator between advancement and student affairs and said she viewed her role as supporting a "three-legged stool." She explained, "There's me working directly with Miles. Then me helping his team helping my team connect

with his team. Then he and I working with, you know, maybe one other staff person.” Samantha also emphasized how important her relationship with Kay, Miles’s executive assistant, was to the partnership. She said:

To be able to communicate well with the person who basically manages his life. She gets what we do very well. Like she understands this is, you know, it can be sensitive, it can be last minute. Things can get canceled, it’s just you know, we’re dealing with people here.

Miles had spent time traveling with Samantha and Thomas, and noted travel commitments require more time away from the office; as such, extra efforts were made to ensure Miles was not bothered with trivial matters. Thomas described a trip with Miles, stating:

We went on the road and went to see this parent, and it required some golfing, and he was he’s going, “I just don’t know if I can do this” and I said, “Miles, I wouldn’t be asking you to do this, unless it was important. Unless I thought there was potential there” and he was so thankful after we did it. I was a great meeting, a great conversation we had and was just quite honestly, it was good for him to get away because he is a person that puts so much on his shoulders. I could tell it too that he needed to take a step away from everything. It was good for him to get away to do this golf thing today. And then to drive back in the car and be able to you know, have a little downtime.

After advancement and student affairs set the \$30-million fundraising goal for the wellness and recreation center, Miles worked with Samantha to prepare the division for a shift in his availability and presence as the fundraising efforts intensified. Miles said he found himself traveling more to meetings and events throughout the United States, as opposed to meeting people virtually or on campus. Samantha discussed speaking with the division to explain the cycle of a campaign and how Miles would be spending his time. Providing the division context and updates as fundraising continued was important and helped maintain positive relationships during a very strained and busy time.

Technologies and Structures That Support Student Affairs Fundraising Partnerships

The technologies employed to advance student affairs fundraising partnerships have become more sophisticated over time as the scope of the fundraising have increased. After the comprehensive campaign started, a university-wide matrix tracked all gifts and donor information. This tracker resulted in more centralized oversight of campaign materials and technology that was intended to draw attention to and support student affairs priorities.

Advancement used its own marketing team independent of the university marketing team. The internal marketing team created targeted constituent communications based on materials provided by the central marketing team and student affairs partners; for example, Eleanor created one-page summaries and PowerPoint slides for partners in advancement marketing to share updates about alcohol and drug education initiatives. This information formed the basis for the advancement marketing. Marie explained:

You want to glean what the important pieces are of all of the stuff whether it's student affairs, or otherwise. But you want to make sure that you're sharing and talking to the audience correctly. You can't get too in depth, right, but you want to also be inspiring. So, you know, we were able, because of campaign and this robust opportunity to build collateral, to take what whatever the priority was for student affairs that Miles's team is putting together in partnership with Office with Marketing Communication and then spin that, so it was done in a way that had a very development specific lens.

Samantha, the director of development for parent philanthropy and student affairs, adopted a similar strategy. She made sure materials she was disseminating would be appealing to parents who had a high capacity to give. Generally, she requested materials that told a story about the impact of donations that supported evidence-based initiatives.

Advancement at Jesuit University maintained a centralized database with information about gifts and donors. Student affairs did not have access to this database, but members of the student affairs division who met with donors had a way to get their donor interactions

documented and imported into the advancement database through their advancement colleagues.

Eleanor explained:

I know that advancement staff is making a strong commitment to making sure that after every meeting with anybody who's fundraising or helping with the fundraising membership, that they put notes in there, so that there is longitudinal data. What they were noticing was when staff departs, those relationships were leaving, or they were gone and we didn't know about what that looks like. So, that's important to folks like me who want the work to continue to be supported, regardless of who's staffing that space. So that's been helpful.

Samantha and others in advancement described using this database to create donor profiles and share them with Miles and other members of the student affairs division. Miles said he used these profiles to prepare for meetings and personalize his interactions. Samantha also kept her own excel spreadsheet of Miles's donor interactions independent of the campaign database.

Student affairs and other parts of the university retained student records and involvement data to which advancement does not have access. Typically, if Samantha or Marie needed information about a student, they said they would contact their student affairs colleagues to verify the specific piece of information, such as the class year of a student. When students graduated, they completed a graduation form that allowed them to list up to six organizations or groups they were apart of on campus. This information was added to the development database, and it was used to maintain affinity groups and targeted communication campaigns.

The COVID-19 global pandemic required everyone to become more familiar with video conferencing. Advancement began using videoconferencing for meetings, which allowed for greater efficiency in day-to-day communication. Chris said:

COVID turned us all into video-conferencing experts and that's a hangover that's really going to benefit us all once we get beyond COVID. I mean, the speed. I don't think Zoom meetings, create more creative collisions—they don't, but they do speed process. You can move faster, quicker. I tend to worry more about the quality of the idea as you're

moving faster and quicker, right, so because I think design is everything. Idea design is everything and some of the ways we have dealt with is because we've had good retention of lots of people and senior people over time, so we mitigate the lack of quality ideas because we have so much seniority.

Stable relationships nurtured through face-to-face interaction before the COVID-19 global pandemic led to more effective use of videoconferencing. Miles also noted he appreciated the opportunity to videoconference donors before and after the pandemic because it saved him time and increased his capacity to take part in donor meetings.

Beyond the team that worked on parent philanthropy, a few job descriptions in either division referenced activities associated with student affairs fundraising. Miles recalled a small portion of his job description when he was first hired as the SSAO mentioned fundraising; however, he said his fundraising efforts were “additive without pressure” because they did not impact his yearly operating budget (as was the case with academic deans). As Miles ramped up his fundraising activities, he was surprised to learn he had been included in a since-defunct incentive structure for college deans. The system provided bonuses for successful fundraising efforts. Jesuit University ended these monetary incentives in advance shortly after Miles arrived due to inequity in the bonus structure.

Samantha's evaluation metrics for her role overseeing parent philanthropy were generally like other gift officers. The dollars she raised from parent and family solicitations were counted in similar ways to other gift officers. Samantha explained:

My actual metrics are only for fundraising dollars and numbers and number of solicitations, number of asks, dollars brought in. It doesn't really have anything to do with my work with my colleagues. That comes in under you know, in the comments in my annual review. So, there's a lot in the comments. There's a lot of “Okay, in addition to all of the static, hard numbers, I also do all these things.” So, it is recognized—it's just not recognized in a metric way.

Beyond the evaluation criteria, special consideration was given to Samantha's—and before Samantha, Marie's—reporting structure within the division. The parent philanthropy position occupies a hybrid space within the institutional advancement division because parts of the job are akin to the work of regional gift officers and other aspects resemble the relationship building coordinated by the gift officers representing each college within the university. Parent philanthropy reported to supervisors within the regional officer group; however, the evaluation metrics were adapted to account for the unique relationship-building functions of their positions. Marie recalled, “We would never been able to build the authentic relationship and level of activity with Miles and his leaders if we weren't given the grace to operate on college and unit metrics.” Samantha discussed finding professional development opportunities through the Council for the Advancement and Support of Education (CASE) and a parent philanthropy conference to learn about best practices and to keep current on emerging trends in parent and family fundraising.

Routines That Support Student Affairs and Advancement Partnerships

The physical layout of Jesuit University spans two sides of a major city artery. The academic buildings and library are clustered on one side of the roadway, whereas the student services, residential spaces, and private businesses that cater to students occupy the other side of the thoroughfare. Most of the student development offices (absent the recreation center staff) operate out of the student union, which is located close to the major thoroughfare. The advancement offices are located less than two blocks away from the student union in a building that also houses admission staff. Additionally, many interactions take place via video conferencing and advancement officers take advantage of remote work while traveling to meet

donors. Ron, a long-serving director in student affairs, reflected on changes in work patterns of the advancement division since the start of the pandemic. He said:

They're all working remotely. But when we could, I would always offer to go over to their offices to meet with them there so that you know they saw that we were willing to put in the effort. And that we were really interested in helping them do what it was, we were about to do so that piece was really important to me. And you know, I know that there are other people that feel the same way. Since COVID, it's been [Microsoft] Teams, you know for just about everything, and so that that change that culture quite a bit.

Although there was some proximity between student affairs and institutional advancement operations, it was unlikely that most advancement officers interacted with student affairs staff on a regular basis. A clear preference among participants existed to keep the bulk of regular communication between the SSAO and parent philanthropy gift officers; however, many long-serving members of both divisions were able to recall a time when face-to-face interactions were desired and beneficial.

Samantha and Miles generally guided the work of the student affairs fundraising partnerships, and stated their communication approach is very straightforward. Samantha also described relying on Kay, Miles's executive assistant, to schedule meetings and travel. Kay also explained:

Samantha is usually the one who has the initial idea and is the connector. And it typically starts with Miles but if it is something like for the counseling center or for rec sports or like our program which serves students who are food insecure typically, then I connect them directly with like the director of that program . . . But she does usually just include me on those emails and exchanges, just so that I am aware of what is going on, and if we need to bring Miles in. But Miles is also really good at identifying who are the people that need to be a part of this conversation.

Typically, high-capacity donors only worked with Samantha and Miles. To prepare for meetings, Miles worked with his director-level staff to develop talking points for advancement partners so all parties could enter conversations at a deeper level. He might also have his director-level reports speak directly to donors who have more granular questions. For some donors, the level of

details provided made them feel comfortable about how gifts would be stewarded. Miles described feeling hesitant to bring nondirectors into fundraising conversations because they may not understand how fragile a situation could be with a donor. He explained, “We all have to be singing from the same hymnal.” Therefore, he asked the directors of student affairs offices to provide information to Samantha for quarterly reports. These reports were disseminated to donors to explain how donations were being stewarded and how funds were practically impacting the lives of students. Miles continued, “So, you need to be strategic and strategizing about where you go with the money so you can then ask for another gift later when either that sunsets, or if you’re trying to build on something, so the key to this is relationships.” Miles provided updates on student affairs priorities to all advancement officers three to four times each year.

When gift officers identified a donor who has an interest in student affairs, they contacted Samantha rather than reach out directly. Miles shared:

There isn’t this hard gating that another donor or another advancement professional can’t call on me or ask, but they just use Samantha, my person, as a person to make sure that they have access to me in a timely way because many times, these gifts or these people want to give like this minute, for whatever reason. Whether it is their passion, or they are at the year in you know tax filing or whatever. It could be any number of things, but we need to move quick and so we’re able to do that, and they are supplied and have plenty of collateral material. If they don’t have it, we can create it.

The very intentional process that governed the student affairs and institutional advancement partnerships reduced the potential for negative interactions between Miles and donors. Miles could only recount one occasion in 5 years when he had a negative interaction while working with another gift officer. In that situation, the gift officer was unaware of the previous preparation Miles had completed for a donor conversation. The gift officer did not allow him to serve as the content expert during the donor meeting. The situation was rectified quickly after a

conversation with Samantha and Miles never worked with this gift officer again—the person departed the university a short time later. Eleanor, the director of alcohol and other drug education, also felt like it was easy to resolve issues or have questions answered thanks to her ongoing connection with Samantha. She said:

I will include my supervisor who's the director of the counseling center if needed, or our vice president. I'll just clue them into the questions or concerns that I may have but at this point in time, typically it's just me with the advancement liaison or support person that I'm working with because they know me well enough now to know when I raise a concern or question. Let's figure out how to work, work around this or work best together—collaborate most effectively. In the past, time I wasn't as bold or brave and so I would you know, use supervisors or support people to have those conversations and I think it's just a learned skill over time and issues of honestly respect and relationship development over time, as you trust people more.

Both formal and informal relationships, routines, and structures helped to quickly address and mediate conflicts that emerged as institutional advancement and student affairs worked together.

Although participants in institutional advancement discussed preferring to work directly with Miles as a frontline fundraiser, there were occasions when other members of the student affairs division felt prepared for donor interactions. For some, these instances reflected an opportunity to learn new skills and insights into another area of campus. Sondra recalled:

I will say on a couple of occasions, I've gone to talk with donor types or groups and any of the prep in that situation has always come from advancement. You know, one of the things that happens at Jesuit University is that if we're not usually brought in to make the ask, right. That would not be what would happen at our level. So, they're pretty clear about, "Okay, this is what your role is right. You're here to answer questions. You're here to provide this kind of information." They're pretty careful about choreographing that.

Chris, an assistant vice president in institutional advancement, mentioned at times, he found it advantageous to take a student with him to meet donors because they "always show well" and can be more authentic in the moment. In these situations, student affairs colleagues help gift officers identify students who can speak to donors. Thomas, the senior assistant vice president of

institutional advancement, reinforced the importance of providing training on the work of advancement when others beyond the SSAO are involved in fundraising. At times, student affairs directors may become frustrated by the parameters and timeline in which gifts need to be used. Thomas stressed:

If there's a clash, you know, I think it just it's your first step is how do you further educate? Because you find out after you learn—if you, if you're really listening—that there's probably not a clash, you know.

Typically, these frustrations eased after providing an explanation of endowments and how they work. Furthermore, Thomas said he tried to reframe the focus around what was possible, as opposed to what was not possible. Over the years, Ron noted he appreciated his own involvement with advancement. He said:

I think, though, the one thing that new people to our area, the hardest thing for us to learn is when to keep your mouth shut and for how long because you know, we have so many extroverts that work in student affairs because we're the programmers; we are you know, we are always front. And then you get into advancement, where it's less presentation and more of a conversation. And I've learned to hang back and just listen, but it's easier for me because that's my personality type is to just you know you go ahead and talk, I'll listen for a while, then I'll jump in when you need me. So, it's been fun to watch how someone else does the business of higher education in an area that's really foreign to most of us.

Ron also had direct conversations with advancement around usage of the student center for alumni. Annual partnerships between student affairs and institutional advancement tend to be very collegial; representatives from both divisions understood that space usage has a direct impact on the success of an event and fundraising potential.

Definitions of Success in the Partnerships Between Student Affairs and Advancement

The way in which participants defined success in the partnership between student affairs and advancement at Jesuit University was remarkably consistent. Participants from both divisions referenced campaign metrics. These metrics defined success for individual fundraisers,

overall divisions, and the entire campaign. Fundraisers all had individual dollar amounts goals to reach, but they also were measured on the total number of solicitations and the number of people that gift officers determined wanted to give and had the capacity to make the gift (i.e., the process of qualification). Terrence, the SIAO, shared success is measured by knowing the right balance between efficiency and investment. He explained:

So, for every dollar we put in, we raise I think \$5–6 you know, so it's not just efficiency, but its actual impact. Because one thing you can fall into in those conversations, as you try to get too efficient and then you can't grow. So, there's a certain amount . . . it's the old you know, cliché that made people roll their eyes about is you've got you know spend money and make money.

In other words, Terrence wanted to make sure the money spent on fundraising optimizes the return on investment. Metrics such as cost per dollar raised help them measure progress toward their goals.

As a division, student affairs—and more specifically, Miles—was given an annual fundraising goal. In 2017, Miles's individual goal as vice president of student affairs was \$2.5 million. After the campaign started, the fundraising goals subsequently increased to support the recreation and wellness center. During Spring 2022, Miles shared his goal was to raise \$10 million over the next 18 months to secure a \$5 million matching gift for a member of the parents' council. Beyond the recreation and wellness center goal, Miles recalled being focused on the total giving for other student affairs initiatives. He shared:

None of them don't have a goal in mind and that's also so we can quantify how much student affairs is going towards the overall \$250 million fundraising goal for the university. That we can see our wedge in the pie and others can see our wedge in the pie, which increases our ability to be included at the table to be a part of the pie, and so that comes through, and I say that's one pie, but the others like, if you go to the advancement and you have a drop-down menu that student affairs is there.

Miles also discussed prioritizing gifts that move beyond one-time donations as a more successful fundraising activity. In January 2023, the president of Jesuit University addressed the

campus community and announced the fundraising goals for the recreation and wellness center had been met; as a result, they were able to break ground on the new facility. This moment was celebrated as a resounding success for student affairs fundraising efforts.

Beyond the dollars raised and progress on the campaign, participants shared a more general feeling of success because the student affairs fundraising efforts raised dollars that no one thought was possible 10 years prior. Marie, the former director of development for parent philanthropy, also thought the successes had mitigated frustrations with other aspects of fundraising were not as successful. Participants all pointed to the dramatic increase over the last 5 years in student affairs fundraising dollars as evidence of success, and most of the success was attributed to the leaders of the two divisions. While reflecting on the success of Terrence and Miles, Chris commented:

They are good at design. They are good at. They are going to raise your money, and they are going to get some of the things. They will surprise us by what they get out of us. Because of that. You know, the world is run by people, and we follow people, and we have to love them and believe in them and trust them. And fundraising is relational man, and you get someone like Miles. You win. You really win.

Fundraising “wins” are celebrated by the campus through publications of annual campaign report. These reports share metrics, highlight large contributions, and demonstrate the impact of the gifts received to date. The campaign website and publications also serve a marketing function to maintain engagement and enthusiasm in the comprehensive campaign. Within the student affairs division, Eleanor, the director of the alcohol and other drug prevention and education program, described celebrating fundraising success at big divisional gatherings that kick-off each semester. These gatherings also provide an opportunity to highlight the work of offices and individuals within the division who contributed to the fundraising success. Beyond celebrating the dollar amount and the people involved, Miles described that it was important to

explicitly share with his employees what donations allowed the division to do, and what would not have been possible without the gifts. Emphasizing the impact helped validate the time Miles dedicated to external audiences through his fundraising and the time he spent away from the division of student affairs.

Definition of Effectiveness in Student Affairs and Advancement Partnerships

Those interviewed for the study found it difficult to distinguish between success and effectiveness as it related to student affairs fundraising efforts. Chris reiterated:

Well, ultimately, it would be the same. It's all about how much money have you raised, and why. I generally feel this goes back to the question we talked about earlier like it's really what donors want and what we need, how do we meet them at the intersection and that also goes back to, you know, build it and they will come. So, this is about good design. Sometimes, if we asked for what we, what we need, and not what they want. And sometimes I think we ask for what we need badly. We don't shape it into a narrative that is extremely market friendly.

Although Chris reinforced the quantifiable metrics, he also raised the issue of alignment of donor and institutional priorities. He believed Jesuit University had found an effective way to leverage its human and material assets to design a case statement that was compelling to longstanding and new donors. Representatives from both advancement and student affairs thought the case statement articulating current priorities would help Jesuit University be effective in future fundraising efforts. Eleanor shared, "In wellness and prevention work, it's about cultivating potentially younger donors who may not have as much to give now but think about the opportunities in the future. . . . That's really hard to measure." She suggested in addition to the quantitative metrics used to measure success, there could be a way to capture the qualitative evidence that fundraising efforts expanded the donor base. Chris alluded to a similar measure of effectiveness with the building of the recreation and wellness center. He said, "There is an understanding that the work done now, and emotional connection created for current students

will help in the future.” Beyond recreation and wellness, components of the campaign that improve resources for student success and equity and inclusion all have the potential to generate emotional connections for students that will help future fundraising efforts.

Terrence, the SIAO, suggested Jesuit University learned some important lessons because of the COVID-19 global pandemic. The expansion of video conferencing made it possible to convene what he described as “30-minute priority calls” that brought together all the deans, the athletic director, and other frontline fundraisers (e.g., Miles) to disseminate information, ask questions, and receive updates on the campaign priorities so that everyone can go back to their respective areas with a deeper understanding of the entire campaign. The ease of joining a virtual meeting and the exchange of ideas led to more effective fundraising across the campus.

As Jesuit University neared the completion of its most successful comprehensive campaign ever, leadership had to determine how the lessons learned and partnerships cultivated over the last 5 years would evolve with the hiring of new SSAO. Ron assumed the position of vice president of student affairs in an interim role on May 1, 2023. As of September 2023, the position was not posted. Positions and workflows exist to keep the student affairs fundraising partnership moving forward. Furthermore, there are several priorities around multicultural affinity spaces and community service programming that were not part of the previous campaign. Given the success and generally positive experience of the partnership between student affairs and institutional advancement over the past 5 years, one can infer the next SSAO will be expected to continue the partnership and have fundraising goals of their own moving forward.

CHAPTER 7: CROSS-CASE ANALYSIS

The purpose of this multisite, case study was to understand how Catholic universities create third space organizational partnerships between their institutional advancement and student affairs divisions. Research questions guiding this inquiry included:

1. What organizational practices do institutional leaders of student affairs and institutional advancement divisions at Catholic colleges and universities employ to create and sustain partnerships?
2. What are the characteristics of student affairs and institutional advancement fundraising partnerships at Catholic colleges and universities?
3. How do participants in the student affairs and institutional advancement fundraising partnerships at Catholic colleges and universities define effectiveness and success?

The preceding chapters sought to answer the research questions based on the evidence collected from each site. In this chapter, I present themes that emerged after an analysis of third-space partnerships at Sodality University, Merton University, and Jesuit University. In a higher education context, Hora and Miller (2011) defined *third-space partnerships* as “an emerging technical and sociocultural entity distinct from those within the partnership’s home organizations” (p. 16). These partnerships are “new, unpredictable and emergent” (Hora & Millar, 2011, p. 18) and allow the organization to achieve greater outcomes than what could have been achieved without a partnership. This chapter addresses (a) the organizational practices campus leaders use to create and sustain third-space partnerships that advanced student affairs fundraising initiatives, (b) common characteristics of the student affairs fundraising partnerships across the three studied institutions, and (c) the definitions of success and effectiveness in relation to third-space partnerships for student affairs fundraising.

Supporting Organizational Practices to Create and Sustain Student Affairs Partnerships

The organization practices that created and sustained partnerships included (a) outreach between the senior student affairs and institutional advancement officers, (b) presidential support, (c) alignment of expectations and the scope of the partnership, and (d) the creation and support for boundary spanner roles (see Table 2).

Table 2

Summary of Cross-Case Analysis Findings

Research question	Cross-case analysis findings
Organizational practices that supported creating and sustaining student affairs partnerships	Outreach from one VP to another to create or deepen partnership. - Recognition of enlightened self interest - Building on initial wins to create deeper partnerships Presidential support - All presidents were lay people (nonclergy) - Personal connections to student affairs priorities Alignment of expectations and the scope of the partnership - Leaders agreed on the types of priorities. - Leaders understood the capacity of their staff members. Creation and support for boundary spanning roles. - Full-time positions supported the fundraising partnerships
Common characteristics of partnerships between institutional advancement and student affairs divisions at Jesuit, Merton, and Sodality Universities	Mission-Informed Approach to Fundraising - Strong institutional mission supported the framework and case for student affairs fundraising - Mission helped to negotiate political challenges Institutional Advancement coordinates the structures and technology that advance partnership. - Communication loops kept other members of each division aware through boundary spanners - Technology retained by division and shared as needed - Student Affairs priorities treated in ways akin to academic deans. Annual Events and Family Engagement played an important role in expanding initiatives (e.g., days of giving, marketing efforts)
Definitions of effectiveness and success	The more coordinated and collaborative the partnership, the more definitions of success mimicked traditional institutional advancement metrics. Success defined by dollars raised, expanding the donor base, and increasing volunteerism Effectiveness defined by sharing limited resources, streamlining messaging to stakeholders, and creating plans for future partnerships Future success and effectiveness are constrained by staff attrition.

Senior Staff Member Intentional Outreach to Develop Partnerships

At all three institutions, partnerships between student affairs and institutional advancement typically began when one of the senior leaders of the division reached out intentionally to their counterpart in student affairs or institutional advancement to discuss ways to partner. The impetus for reaching out varies from a desire to address an immediate need to the development of a broader strategic initiative. Although the tenure of each senior student affairs officers (SSAOs) and senior institutional advancement officers (SIAOs) varies, there was consensus among participants that third-space partnerships prospered as SSAOs and SIAOs developed professional relationships with each other grounded in collegiality and trust. Of the three institutions, Merton University had the longest standing relationship between their SSAO (i.e., Jane) and SIAO (i.e., George). George's and Jane's relationship turned into a friendship over the years and helped them to organize efforts and their staffing around strategic partnerships.

For Sodality University and Jesuit University, the partnership required more intentional and deliberate outreach because the SSAO and SIAO did not have a prior professional relationship. In terms of Sodality University, Julie described reaching out to Brian shortly after she arrived at the institution in 2016. Over the next few years, Julie and Brian moved slowly to determine the scope of their partnership. Miles and Terrence discussed taking a similar approach at Jesuit University; however, Miles's arrival as SSAO in 2016 created the impetus for more strategic partnerships between institutional advancement and student affairs. Miles viewed fundraising as a way to advance his student affairs strategic priorities, including wellness and equity initiatives. Chris, a vice president in institutional advancement at Jesuit University, spoke about the approach taken by Miles, the SSAO. Chris said:

Not every vice president for student affairs would understand that they have to cultivate us. They need to co-opt, you know, the process of co-opting, which I love. I love to co-opt people into my gigs. Right? Well, that's being a good salesperson, and understanding that you have to bring them into your magic.

The first few years Terrence and Miles worked together laid the groundwork for a more strategic and intensive partnership connected to the comprehensive campaign.

Beyond developing a professional relationship and trust, each institution found a strategic purpose behind partnering akin to Hora and Millar's (2011) definition of enlightened self-interest. Under this definition, through enlightened self-interest, partners look to advance their own self-interest and at the same time, improve the vitality of their partner (Hora & Millar, 2011). George, the SIAO from Merton University, provided an example of how enlightened self-interest drove the development of a successful mentoring program for current students. The partnership between student affairs and institutional advancement led to greater participation of both current students and alumni. George shared:

If we can collaborate together so that your goals are being met, and our goals are being met, you know are the simplest form of that is the mentoring program. Student affairs wants to see more students persist and retain and graduate in the base sense. And I want to see more alums come out that are engaged and successful, and if we can collaborate together, that's the dream place.

Beyond enacting enlightened self-interest to advance divisional goals, participating in fundraising helped SSAOs develop skills necessary for career advancement. Miles, the SSAO from Jesuit University, acknowledged partnerships with advancement could help a SSOA gain valuable experience if they aspired to become a president. He shared:

So, for example, if I'm in a search for presidency and they're [the board of trustees at the hiring institution] like, "At this point, can he or can't he?", they will call the vice president for advancement; they'll call the president, the senior vice president, and ask them, "You know what this guy's fundraising capacity is? Can he do it? Is he good at it? Would he be good? Are there things you have to worry about?", and they can, you know, say, you know, without hesitation, "yes." There are just real barriers to an avenue to the presidency, from where I sit [student affairs], you know, regardless of my experience.

Jane, the SSAO from Merton University, said she was also encouraged by her president to take a more active role in alumni relations and advancement work to improve her opportunities for career advancement. From the institutional advancement perspective, the SIAOs acknowledged their motivations to partner with student affairs helped advancement professionals connect with a diverse student body. These connections to student affinity groups were helpful as gift officers were increasingly asked to raise scholarship money to advance diversity, equity, and inclusion initiatives. Terrence, the SIAO from Jesuit University, said exposure to diverse student leaders created an opportunity to recruit and retain new professionals into entry-level institutional advancement positions. Recruiting alumni for positions further strengthened connections to current students.

All leaders interviewed shared the COVID-19 global pandemic and subsequent campus responses reinforced the importance of strengthening student affairs and advancement partnerships. The three SSAOs held important leadership roles in their campus-wide responses to the COVID-19 global pandemic, including enacting protocols and coordinating the safe return of students to campus. Miles felt the response due to the COVID-19 global pandemic elevated the visibility of and the respect for the student affairs division at Jesuit University.

Personnel at all three campuses also realized the need to fundraise for emergency assistance for students who were at risk of leaving their institutions during the COVID-19 global pandemic. This goal was clear and required partnerships across divisions to identify students in need, make the case for a donor gift, and share the story of impact to steward the gifts. Even after returning to in-person instruction, participants in this study reported lingering impacts of the pandemic; for example, participants from all three institutions described a growing need to maintain and expand student mental health resources. Furthermore, participants noted campus

leadership wanted to focus on equity in opportunity and outcomes for students from different races and ethnicities. These goals made continued partnerships between the two divisions advantageous and necessary.

According to participants, the relationships between each set of divisional leaders helped to determine the scope and, ultimately, the outcomes of various student affairs fundraising partnerships. Whether the relationship existed over many years or was newly created, trust and respect developed through initial discussions. Typically, a small-scale success from a single event (e.g., a day of giving) or outreach to a small subset of donors helped divisional leaders see the potential behind future partnerships. Beyond the collegial nature of personal relationships between divisional leaders, enlightened self-interest and an appreciation for boundary-spanning roles further nurtured partnerships.

Presidents Support Creation and Expansion of Partnerships

All the SSAO and SIAOs interviewed for this study reported directly to their respective presidents, and all reported their presidents had been supportive of student affairs fundraising partnerships. Participants reported their presidents believed student affairs and institutional affairs partnerships would advance institutional strategic priorities. The presidents also had personal connections to student affairs that illustrated the impact of student affairs work.

Furthermore, the participants at all three institutions discussed having presidents who were not members of the clergy. Many Catholic colleges have experienced this shift in leadership since the early 2000s (Holtschneider & Jalandoni, 2023). One effect of transitioning to a lay president was their spouses and families could also engage in campus life. The presidents of Sodality, Merton, and Jesuit Universities had families with children who had recently attended

college; therefore, they also approached their position on campus as a parent of a college student, not just a president of a college.

Two of the three presidents also had additional connections to student affairs. Merton University's president had served as both an SSAO and SIAO at a previous institution. Jesuit University's president and his family had a personal interest in mental health resources. These professional and personal ties to the work of student affairs advanced the institution's partnerships. The SSAOs and SIAOs created new initiatives and strategically connected student affairs to fundraising goals. Thomas, an advancement professional from Jesuit University, asserted:

We have a president who, in his 7th year has created coming in from Day 1, an environment of innovation and taking risk and being open. Realizing that, you know, higher education is really going through a transformational time that you want to get ideas out there. And so, he's created a culture that has done that with faculty and staff and students.

In the case of Jesuit University, the support also extended to the board of trustees, who approved of the inclusion of student affairs priorities in their most recent comprehensive campaign. Even with the support of the presidents, all three SSAOs did not feel they were expected to fundraise as part of their job descriptions; rather, their contributions were viewed as value added. For Miles, the SSAO at Jesuit University, this expectation changed once student affairs priorities became a focus on the comprehensive campaign. After student affairs inclusion in the campaign, Miles received yearly fundraising targets.

Presidential support in itself did not lead to partnerships, but often created conditions in which partnerships could be viewed as advantageous. Such support also meant each institution's president would be able to articulate the value of student affairs fundraising partnerships to other

campus leaders, external stakeholders, and donors if and when they were asked to cultivate a gift or justify a strategic decision connected to student affairs fundraising.

Divisional Leaders Agreed on Scope and Expectations for Partnerships

Once divisional leaders agreed to partner, they needed to also agree on the scope of the partnership and expectations for day-to-day activities. Hora and Millar (2011) identified three types of partnerships—limited partnerships, coordinated partnerships, and collaborative partnerships. In this study, participants illustrated examples of all three types of partnerships. Participants at Merton University described organizational practices most aligned with limited and coordinated partnerships. The organization of the partnership at Sodality University was mainly described as coordinated, whereas Jesuit University’s participants viewed their partnership as coordinated and collaborative. The collaborative practices within Jesuit University’s student affairs and institutional advancement partnerships centered squarely on the comprehensive campaign goal to raise \$30 million for the wellness center.

Hora and Millar (2011) did not place value on one partnership type over another, but they did advise partnering groups to take an honest appraisal of the resources necessary for partnership. Participants shared that all three campuses varied in the scope and intensity of their partnerships, but divisional leaders ultimately agreed on the scope of the partnership. For example, Merton University had recently joined a Division I athletic conference and had made a strategic decision to dedicate fundraising resources to improving athletic facilities; this priority limited the scope of student affairs fundraising efforts. Agreements made between divisional leaders that concerning the scope of the partnership aligned with participants’ definitions of success and effectiveness. Other organizational practices flowed from this agreement including

the amount of dedicated staff resources, ongoing communication between members of each division, and the creation of annual routines and practices supporting the partnership.

In general, divisional colleagues in both student affairs and institutional advancement relied on their divisional leaders and boundary spanners to remain informed of the partnerships and to initiate new ways of partnering. According to participants, newer employees in student affairs were rarely asked to be involved in fundraising efforts beyond identifying students to meet with donors or to describe a program if they were one of the few people with intimate knowledge of the details. Contributing factors that led to largely excluding many new professionals were drivers for higher turnover and the lack of professional preparation to engage in fundraising. Kourtney, Assistant Vice President for Student Affairs at Jesuit University, explained:

I am not even sure that some of our boots on the ground [in student affairs] realize that some of our programs hinge on our relationship with advancement and donations. Like they hear it, but I am not even sure that it is clear to a coordinator and assistant director, etc., like what that means, and how much pressure that puts on someone like Miles to actually go out and find it for what it looks like in terms of timing, like you want it done by XYZ but if you don't meet that deadline like all the all the plans and thoughts that you had, and you were excited about our all kind of stuck until then, and then kind of goes back to your question of you know, well where do people actually get the education and the training to understand even how it works, let alone how to actually, you know, do any kind of fundraising partnerships.

If the people engaging in the partnership came to consensus about the expectations for partnership, the relationship was considered collegial and productive. Peter, an associate vice president for student affairs from Merton University, stressed the importance of managing expectations. He said:

I remember meeting with our director of identity and inclusion and he's like "We want to sell these things for the wall for 20 bucks" and I'm like, "Well that's not really going to yield much that I don't think that you know our I don't think our development office is going to be excited about that." I was like, "I think you're gonna have to think about, like, scaling that up."

Once institutional advancement and divisional leaders established the scope and capacity for the third-space partnership, boundary spanners were charged with creating and integrating structures, technologies, and routines that made the partnership possible.

Divisional Leaders Support Creation of Boundary Spanner Roles

Organizationally, the SSAOs and SIAOs described working to create integrated spaces (Whitchurch, 2012) and identified members of their divisions to advance partnerships between student affairs and institutional advancement. At each campus, at least one full-time advancement professional served as the primary liaison to the student affairs division. The fully dedicated advancement professional at each campus was at the director level, and the incumbent was primarily responsible for the parent and grandparents (family) giving initiatives.

Although the SIAOs recalled assigning specific people to focus on student affairs fundraising, the SSAOs preferred to be the main point of contact for the partnership with institutional advancement. SSAOs described asking various people in their divisional leadership team to take on different roles in the partnership depending on the area of expertise and the project at hand. The advancement liaison worked with a variety of people for direct solicitation of donors, gathering marketing materials, identifying assessment data, and working together on a campus program or initiative (e.g., parent's council, move-in weekend, alumni weekend).

These various participants in the partnership operated as boundary spanners. Boundary spanners are people in the workplace who serve as the interpreters, translators, and negotiators of shared spaces; they are the people who make partnerships across divisions possible. Toffler (1970 as cited in Gordon et al., 1993) defined boundary spanners as those “skilled in understanding jargon of different groups and can communicate them across groups by translating and interpreting the language of one into the language of another” (p.144).

Enlightened self-interest also played a role for other divisional leaders beyond the senior officers. Cindy, an assistant vice president for student affairs and boundary spanner at Sodality University, explained this difference. She said, “For advancement, the focus was ‘we need to build a relationship so that we can ask for money.’ And my focus was, ‘we need to build the relationships, so we have parents as partners.’” Established partnerships helped advancement officers meet yearly performance goals and cultivate future gifts. Student affairs partners often benefitted from expanding opportunities for students and gaining access to parents, alumni, and donors who supported students and divisional goals directly.

Across the interviews on all three campuses, the boundary spanners in institutional advancement acknowledged the role required certain skill sets that are not always found in institutional advancement officers who work with other parts of the university. Bernadette, Director of Parent Philanthropy at Sodality University, maintained:

You can’t just pull a development officer off the street and put them in parent fundraising, because you have to do so many more things than raise money in this role and part of that at any university is working really collaboratively with your campus partners. It’s really important. I don’t think you can be successful without it.

Julie, the SIOA at Sodality University, emphasized the importance of infusing emotional intelligence into the boundary-spanning role. Institutional advancement boundary spanners must be able to relate to the student experience but also understand the needs and values of their student affairs colleagues. Julie shared:

You can be a really good fundraiser. You could be a really good storyteller. You can be a great project manager. But if you don’t have the balance or kind of empathy and all that stuff that goes into the work that they do, you’re probably not going to be able to connect with them [student affairs colleagues].

In the case of Jesuit University, Samantha, Director of Development for Parent Philanthropy, had multiple connections to the campus as an alumna and parent of current students that helped her

demonstrate empathy in her interactions. At Merton University, George (i.e., SSAO) and James (i.e., Assistant Vice President of Strategic Partnerships in Advancement) both held doctorates in higher education administration. Both participants attributed the added exposure to student development theory and practice as an asset to their boundary-spanning work.

For student development professionals engaged as boundary spanners, participants described an elevated need for understanding the interconnected relationships that exist at a university. The articulated skill set also included an understanding of campus politics, history, diplomacy, strategic priorities, and competing demands. Many student affairs employees entrusted with boundary-spanning roles tended to be senior leaders in each division or employees who had long tenures in their positions or on campus. Many had experience interacting with parents and external partners. They demonstrated strong communication skills and were able to engage in both formal and informal conversations.

Miles, the SSAO at Jesuit University, understood less seasoned and disciplined student affairs colleagues may not be the best candidates for fundraising partnerships. He acknowledged, “Like I couldn’t say everybody in student affairs can fund raise because then you have people doing things that . . . they aren’t minding those lanes, and they aren’t minding the politics of fundraising.” Miles added, “The way we’re working—the collaborative model—it requires much more of a finer touch than if we’re just basically sharing information.” The boundary spanners in student affairs had to have a level of trust that their colleagues in institutional advancement would represent their priorities and values to donors in an ethical manner consistent with student affairs best practices.

This process became particularly important when engaging donors in discussions that sought to advance diversity, equity, and inclusion. Bernadette offered an approach suggested to

her by Julie, her SIAO, that guided her work at Sodality University. Julie shared with Bernadette, “Raise money from the people who want to give you money, not the folks who are going to constantly argue with you and say why you are wrong. Those folks are not typically going to be supportive anyways.” Bernadette shared this approach provided some cover for student affairs colleagues and allowed them to focus their boundary-spanning efforts on enthusiastic and supportive donors.

In summary, participants on all three campuses discussed employing similar organizational practices to establish and sustain their partnerships between student affairs and institutional advancement; divisional leaders initiated the partnership. At each institution, the senior officer leveraged a new or preexisting professional relationship with their student affairs or institutional advancement counterpart. Efforts were often bolstered by the support of presidents who saw value in the two divisions working together. All institutions employed enlightened self-interest, a key component to Hora and Millar’s (2011) theory of third-space educational partnerships, to advance the partnership. Enlightened self-interest also led to an openness to trying new things, being creative and negotiating expectations.

A final organizational practice that contributed to sustained efforts was the commitment of dedicated student affairs fundraising professionals situated in the institutional advancement division. These staff members served as boundary spanners between the two divisions. The boundary spanners also employed enlightened self-interest set to further define the scope and characteristics of the ongoing partnership. Through their role as boundary spanners, the participants honed a particular set of skills that benefited their own professional development and divisions through greater fundraising success and effectiveness.

Common Characteristics of Partnerships

Once organizational practices were established, each institution initiated or deepened their partnerships between student affairs and institutional advancement. There were a number of similarities in the partnership characteristics between Jesuit, Merton, and Sodality Universities. Those characteristics included a mission-informed approach, development from institutional advancement-led coordinating structures and technologies, and creation of an annual events and ongoing parent engagement.

Mission-Informed Approach

One characteristic of the partnerships at all three campuses was the unifying role that institutional mission played in the work of student affairs and institutional advancement partners. Even though all three campuses varied in respect to enrollment and the number of employees in each division, participants described divisional cultures in similar ways and aligned closely with the overall institutional culture. Those similarities helped to minimize cultural barriers between student affairs and institutional advancement partners. Participants from all three campuses articulated how the value of radical hospitality extended beyond interactions with students to interactions between cross-divisional colleagues. Each university provided opportunities for interaction and engagement across divisions through campus forums, athletic events, and professional development. These events allowed employees to come together to create and nurture community. Some participants pointed to their dual role as an employee and parent of a student or alumna/ae as contributing to a positive and connected campus culture.

In many cases, participants employed Catholic guiding principles to explain why student affairs fundraising partnerships contributed to the mission. Thomas, a senior assistant vice president for advancement at Jesuit University, shared:

How are we ensuring that those students are going to succeed, not only while they're at the university, but in life? And what does student affairs do to provide that environment? How do we message that? That's what we're doing and that's when the Catholic schools really are so good at and it's so much needed in today's world, you know, the creative thinking, the ability to you know, to know the difference between right and wrong, and you know, the ability to have faith that you can in a changing world know, that you can stand on firm ground and build, no matter what happens. You know, it's those type of qualities. To instill, that is, is what we aim to do, and student affairs can help shape that so well and the resources they need to do that, we have to articulate that and envision that and put that as part of the strategic plan, making that part of the marketing and messaging that goes out from the university.

Although all participants discussed the Catholic identity of their institution as valued added, they acknowledged donors may have different interpretations of how a Catholic institution should enact their Catholic values. Tensions exist around student affairs support for LGBTQ+ students, antiracism initiatives, clubs advocating for or against pro-life political agendas, and gender-inclusive housing arrangements. Participants noted when these tensions arose on their campuses, leaders from student affairs and institutional advancement worked together to develop a joint response. Depending on the donor and public nature of the issue, SSAOs and SIAOs also consulted the president's office and colleagues responsible for communications.

Generally, participants from both divisions espoused an inclusive view of Catholicism that reinforced the dignity of each person. Student affairs participants did not feel pressured to alter or end programs, even those with which donors disagreed. Cindy, a member of the student affairs senior leadership team at Sodality University, reinforced the need to support student clubs and organizations; she said:

There are things that those organizations can't do on our campus. But we do recognize the value in those students getting together and doing the organization's work. So, I think that's the line we straddle is, how do we describe to people why it's good that we have this in our community, even though on the surface it looks like it is not in line with Catholic social teaching.

Institutional advancement colleagues took responsibility for working directly with donors who may be upset and supporting the work of student affairs. Generally, advancement found ways to keep donors engaged in other campus priorities that better aligned with their values and view of Catholicism.

The mission-informed approach at these three Catholic universities served to unify and clarify the work done to create and sustain the student affairs and institutional advancement partnerships on these campuses. The mission helped bring fundraising priorities such as wellness, student success, and equity and inclusion to the forefront. These efforts particularly resonated with the work each division was doing with family members of current students. Additionally, the mission-informed approach led to student affairs participation in parent councils and institutional advancement representation at family weekends, orientation, and move-in days. Such a mission helped boundary spanners make a case for targeted fundraising initiatives. Mission also helped boundary spanners formulate responses to criticism raised by stakeholders who questioned how student affairs-sponsored programs related to the respective institution's Catholic mission. Building from a mission-informed approach, all three institutions relied on boundary spanners to implement other characteristics of the partnership.

Institutional Advancement Coordinated Reporting Structures and Technologies

Regardless of the limited, coordinated, or collaborative nature of the fundraising partnership, participants shared that structures and technologies for the student affairs fundraising partnerships were coordinated by the institutional advancement division. This structure was most effective because most of the fully dedicated roles on campus specific to student affairs fundraising were housed in the institutional advancement divisions.

For student affairs professionals, student affairs fundraising efforts were often viewed as additive and as “other duties as assigned” as opposed to a job expectation. Job descriptions and evaluation criteria for boundary-spanner roles in the institutional advancement division specifically addressed metrics for parent or family engagement but also included traditional advancement metrics (e.g., dollars raised). In some instances, participants noted that they adopted a modified evaluation tool during a performance review to better represent the student affairs partnership and relationship-building aspects of the work. For student affairs boundary spanners, their yearly employment evaluations attributed their work in student affairs fundraising as examples of their own initiative and ability to work across divisions effectively. Terrence, the SIAO at Jesuit University, felt maintaining professional role distinctions aided the student affairs fundraising partnership. He said:

So, I think, always just making sure that we’re not trying to be the subject matter experts, we’re trying to be the fundraising experts. And so, professional development lies more in, you know, again, doing what you say you’re supposed to do. But then, also listening for the right things, asking the right questions, and then crafting either an ask or a proposal that tries to hit the target as squarely as you possibly can on what we think the donor’s interest is and how does that properly intersect with the funding priority.

These boundaries helped to maintain clear lines of communication and helped external constituents such as families, alumni, and other donors understand how and when to communicate to advancement officers and when to reach out to student affairs professionals directly.

Participants noted when the student affairs fundraising partnership was viewed as more coordinated or collaborative, the advancement office tended to view the SSAO role in fundraising as akin to that of an academic dean of a college. Each SSAO worked with one primary liaison in institutional advancement and in turn, the liaison worked with their own colleagues in advancement to identify prospects for student affairs initiatives. This effort also

required socializing academic deans and other campus leaders to the idea that supporters of an academic department or area may also be asked to support student affairs priorities. Miles, the SSAO of Jesuit University, explained:

You have to have an advancement team that doesn't feel threatened by people outside the normal deanship doing the fundraising. It must be an additive and not a cannibalization of current fundraising efforts. So that means coordination and conversation about what is your lane and are you understanding that. And then, most importantly, is the deep relationship that you need to have as a vice president to another vice president. That the vice president for advancement understanding your desire and your ability to do the work. And then allowing for you to basically be in that space.

Situating student affairs fundraising within a preestablished model known by other divisions on campus created some freedom for the boundary spanners to develop partnerships in ways that were responsive to both internal and external stakeholders. Such sensitivity to prior fundraising efforts also reinforced the need for institutional advancement to take the lead in sustaining the partnership because institutional advancement employees were best equipped to navigate in fundraising spaces.

The size and proximity of divisional offices varied from campus to campus. As a result, the frequency of interaction between members of the divisions also varied. Divisional leadership tended to spend significant time with each other in meetings with other campus leaders. Boundary spanners from each division also maintained frequent contact via in-person meetings, virtual meetings, and email. Beyond boundary spanners, there was limited interaction between members of each division unless people interacted at campus events or through committee work. When there was intentional contact, SSAOs described attending advancement divisional meetings to share student affairs updates. The institutional advancement professional assigned to work directly with the SSAO often received invitations to student affairs divisional meetings and gatherings to strengthen relationships and their awareness of student affairs work.

Given institutional advancement took the lead on fundraising efforts and their work was concentrated with only several members of the student affairs division, participants shared that divisions tended to retain their own technology and databases. Boundary spanners collected and disseminated information to their cross-divisional partners based on their need to know or the requirements for a specific initiative. In most cases, it was not appropriate for student affairs professionals to share student conduct or academic information with institutional advancement colleagues. Similarly, student affairs colleagues did not gain access to financial data housed in institutional advancement.

When fundraising partnerships required more detailed information about a specific student or donor, shared spreadsheets and emails were used primarily to facilitate information sharing. Participants also noted moments of transition (e.g., first-year orientation, graduation) were important milestone moments where divisions could share data to strengthen partnerships. For example, at Sodality University, participants noted institutional advancement shared parent contact information with student affairs. This information was collected before first-year students arrived on campus. After graduation, student affairs divisions shared student involvement data with institutional advancement so they could tailor alumni outreach to members of specific clubs, student organizations, sports teams, and residence hall communities. At Merton University, sharing alumni data helped to promote a robust alumni mentoring program.

To summarize, the student affairs and institutional advancement partnership allowed new, emergent initiatives to grow and strengthen while situating them in a preexisting fundraising structure at the institution. The institutional advancement boundary spanners played crucial roles in leading the partnership and disseminating information up and out within their own division so that connection to longstanding donors and evolving funding priorities could be made.

Institutional advancement leadership in this area also led to a conscious decision to not integrate technologies and databases between institutional advancement and student affairs. Participants from both divisions agreed this layer of partnership was not essential to their overall effectiveness. These agreed-upon boundaries served to preserve role clarity and compel interpersonal information sharing between student affairs leaders and institutional advancement boundary spanners.

Partnership Led to Development of Annual Events and Ongoing Parent Engagement

Similarities existed in the types of student affairs fundraising initiatives donors, corporations, and foundations supported on each of the three campuses. Activities supporting the expansion of student mental health personnel and wellness programming became more prominent after the start of the COVID-19 global pandemic. Additionally, emergency funding for students in need and food pantry programs had increased since 2020. Donors also funded more programs and scholarships focused on equity and inclusion efforts for diverse and first-generation students. In general, participants noted student affairs fundraising initiatives that impacted the daily lives of students emerged directly on all three campuses as areas of interest for alumni and parents of current students. In most cases, these initiatives aligned with strategic plan priorities that addressed student success. The main difference between the three institutions was how strategic plans informed comprehensive campaign planning. Furthermore, the expectations for student affairs professional staff involvement in campaign fundraising varied widely between Merton, Sodality, and Jesuit universities.

Outside of fundraising connected to campaigns, divisional boundary spanners noted a cyclical nature to their work. Each campus used summers to create connections with the families of new students. Family weekend also provided an opportunity for partnership and engagement.

Yearly planning took place for various day(s) of giving initiatives, as large-scale giving days were opportunities to highlight student clubs and organizations. During giving days, those student groups received direct support from donors. Partnerships also took place for traditional alumni events, athletic events, and reunions that took place on campus or in the local community. Space in student centers and residence halls were coordinated by colleagues across the two divisions.

A notable difference that emerged between the three campuses was the way in which each campus negotiated special requests by donors. At times, parents of current students who participated in parent council activities or who made large donations inquired about preferential treatment or greater access to student affairs administrators. The thresholds varied from campus to campus regarding which special requests would be considered. Examples of preferential treatment extended to donors included earlier notification of family weekend dates, specific accommodations for student housing, or additional tickets offered to campus events and commencement exercises. In some cases, prior giving or future capacity to give made a difference as to whether a donor's request would be honored by the student affairs division. According to participants, the decision to extend preferential treatment was justified by the impact a donation could have on the greater student body.

Participants also shared that development of annual events and parent engagement is an important characteristic of institutional advancement and fundraising partnerships for several reasons. First, the inclusion of an annual event (e.g., student affairs participation in a day of giving) allowed other members of the student affairs division to support the partnership in a small, albeit structured, way. Professional staff members in student affairs were often charged with preparing student clubs and organizations to take part in fundraising activities. Second,

activities that incorporated parent engagement allowed boundary spanners to demonstrate the impact of gifts in more concrete and meaningful ways. Finally, the annual events and engagement helped to sustain partnerships to the point that they could be leveraged to expand initiatives into comprehensive campaigns and to strengthen grant proposals. In other words, sustaining and strengthening the partnership led to increased synergy. The various characteristics—a mission-informed approach, structures and technologies facilitated by institutional advancement, and development of annual routines—contributed to the ways in which participants defined success and effectiveness of the student affairs and institutional advancement partnerships.

Definitions of Success and Effectiveness of Partnerships

A key question explored in this study regarded definitions of success and effectiveness. Defining success and effectiveness was similar and distinct across the three campuses. Lasher and Cook (1996) noted, “Fundraising effectiveness emphasizes performance relative to fundraising potential given present capabilities and realities while success emphasizes performance relative to a predetermined goal in a predetermined time frame” (p. 47). The ways in which the participants discussed success and effectiveness varied by institution and by the scope of the partnerships. Participants from Jesuit University, which tended to reflect a coordinated-to-collaborative model of partnership, were able to articulate distinct metrics connected to success and effectiveness. Participants from Sodality and Merton universities, which organized their partnerships in more limited or coordinated ways, tended to conflate definitions of success and effectiveness. Participants at all three institutions also thought current success and effectiveness could be leveraged to support future expansion of student affairs fundraising; however, many plans were constrained by current staffing issues at all three institutions.

Definitions of Success

Only Jesuit University had a student affairs priority connected to a current comprehensive fundraising campaign. For participants in both student affairs and institutional advancement at Jesuit University, success was defined by meeting fundraising goals assigned to student affairs in the comprehensive campaign. In other words, success was defined by traditional metrics used by institutional advancement—dollars raised, donor engagement, and fully funding the comprehensive campaign priorities targeted toward student affairs. Extensive campaign reporting tracked progress on a yearly basis and informed strategy for subsequent years of the campaign.

Participants from the student affairs divisions at the three campuses offered another definition of success. Efforts were considered successful when staff and students experienced the expansion of a program or opening of a new campus space. For student affairs employees, seeing a building open or working with students as part of a new program made the fundraising effort more tangible.

For Merton University and Sodality University, participants often conflated definitions of success for student affairs fundraising with definitions of fundraising effectiveness. There was less emphasis placed on the dollars raised specifically for student affairs priorities on these two campuses when discussing success. Beyond day of giving totals or dollars associated with specific grants, there was little discussion of dollars raised beyond what the institutional advancement boundary spanners needed to account for as part of their yearly performance goals. Participants pointed to strengthening partnerships between members of both divisions as evidence of success; these partnerships then led to increased donor engagement in programs that benefit students. Cultivating and stewarding donors interested in student affairs has the potential to increase giving in terms of dollars raised but also in volunteer engagement; for example,

Merton University's student affairs partnerships with institutional advancement supports a successful mentoring program. The time mentors spend with students is valuable and advances strategic goals of the institution.

Definitions of Effectiveness

Participants discussed effectiveness at the three campuses in ways that both addressed current constraints and looked to the future of student affairs fundraising partnerships. In terms of current constraints, participants at each university provided examples of ways in which the student affairs fundraising partnerships led to more effective use of limited campus resources. For example, participants of the two divisions described finding ways to share costs associated with space and supplies during large-scale campus events (e.g., orientation, reunion weekends). Coordination reduced costs for both divisions, and connections between marketing efforts in student affairs and advancement led to more illustrative print and website materials. Participants also noted less duplication in marketing efforts because information was being funneled through one marketing group. The partnerships also made it easier to share more consistent information across various stakeholder groups such as employees, students, parents, and alumni.

The effectiveness of student affairs fundraising and the collective approach to information sharing also helped to reinforce the community-wide commitment to the student experience. These examples of a student-centered approach helped to highlight each university's commitment to their Catholic mission. Participants from each campus spoke about increasing student diversity and highlighting programs that focused on equity and inclusion. Participants felt effective partnerships between the two divisions would expand the donor base and pull in new donors who felt the new initiatives were responsive to the needs of a diverse student body. For example, Julie, the SIAO of Sodality University, spoke specifically about gifts given by

LGBTQ+ families that were attributed to more intentional outreach and support for LGBTQ+ students.

Future Considerations of Success and Effectiveness

Discussions of effectiveness also led to discussion of what the future of the student affairs fundraising partnerships might look like. Participants from all three campuses expressed a desire to endow specific programs so resources would be institutionalized and funded long term. The idea of endowed positions was attractive to the SSAOs because they could better plan for staffing needs and make sure programs benefitting students are never in jeopardy of being cut due to austerity measures.

Merton University's SSAO, Jane, also noted reporting on grants is often time consuming; in some cases, the monetary benefit of a grant may not be worth the time and effort it takes to steward the grant. This cost-benefit analysis may also be true with one-time use gifts that direct an amount of money to a specific initiative. The responsibility of stewarding that gift then falls to the SSAO and their direct reports who may need to commit additional funds or staffing to fully realize a program.

Chris, a senior director of development of Jesuit University, also mentioned one-time gifts could also be leveraged to create programs that, if proven successful, can be packaged and sold to other institutions. This example of venture philanthropy was not currently employed by any of the institutions; yet, some institutional advancement participants viewed venture philanthropy as a way of expanding student affairs fundraising success and effectiveness, essentially commoditizing successful programs for further monetary gains.

Most participants participated in a second interview 6–9 months after their first interviews. Within that time frame, each campus had experienced a fair amount of staff attrition.

Such turnover was viewed as a threat to the continued success of student affairs fundraising partnerships. Student affairs participants were quicker than other participants to mention this concern because they largely viewed fundraising as an additional component of their positions as opposed to their colleagues in institutional advancement, who fully dedicated one or two employees to work with parents and to fundraise for student affairs initiatives. Turnover and vacancies in student affairs offices left less time to dedicate to strategic fundraising partnerships. Changes in divisional leadership may also compromise relationships with individual donors who developed an affinity to a particular person as opposed to the various student affairs initiatives.

Finally, at all three campuses, student affairs fundraising initiatives were only considered successful for a short period of time that spanned 5–10 years. Most participants pointed to the COVID-19 global pandemic as a moment that created a sense of urgency to bolster support for programs designed to increase student access and success. Given this relatively short time frame, success and effectiveness was often attributed to the specific people involved in the fundraising partnership. Chris, a member of Jesuit University’s institutional advancement division, referred to Jesuit University’s fundraising success as a “magical moment” in the history of the university. He also attributed the student affairs fundraising success to the skill, energy, and leadership exhibited by Miles, the SSAO. There was minimal discussion as to how “magical moments” of student affairs fundraising success at Jesuit University could be and would be sustained in the face of staff turnover and subsequent strategic plans and comprehensive campaigns.

CHAPTER 8: DISCUSSION, IMPLICATIONS, AND CONCLUSION

This chapter is divided into four parts. First, I review the scope of the study and discuss the findings in the context of the third-space conceptual framework. In the second part of the chapter, I note some of the limitations of the research, including logistical challenges associated with the COVID-19 global pandemic and participation from specific campus stakeholders. I then present implications for practice and strategic decision making. I offer a best practice model that can be employed by student affairs and institutional advancement divisions to create, strengthen, or sustain their cross-divisional partnerships. Lastly, I recommend avenues for future research into the topic of student affairs fundraising partnerships and offer concluding comments.

This study aimed to contribute to empirically based research on higher education fundraising by exploring the ways student affairs and institutional advancement, two divisions traditionally situated on the periphery of academic functions, transcend divisional boundaries to form and sustain strategic partnerships at Catholic universities. Hora and Millar's (2011) guide to third-space educational partnerships provided a conceptual framework to inform this multisite case study. Hora and Millar posited understanding the motivations for partnerships between two or more affinity groups allows individuals to better understand the organizational practices and characteristics leading to successful and sustained partnerships. Each partner's home unit blends preexisting culture dynamics to form a new emergent third space of partnership. Boundary spanners, adept at working across cultural boundaries, are critical to creating and sustaining the partnership. Hora and Millar's conceptual framework allowed me to highlight aspects of the culture, routines, relationships, technologies, and structures that govern the partnerships between student affairs and institutional advancement at three Catholic institutions.

I chose a multisite case study approach to explore how the unit of analysis, the partnership between institutional advancement and student affairs divisions, operated at more than one institution. Including multiple sites led to more robust and compelling conclusions (Yin, 1984). Multiple sites also allowed for a better understanding of the similarities and differences among the organizational practices and characteristics of partnership. To be chosen for this study, institutions had to meet three criteria. First, there had to be evidence of clearly delineated divisions of student affairs and institutional advancement who had divisional leaders reporting directly to the president of the institution. Second, the institutions must have completed at least one comprehensive campaign that included a student affairs priority. Lastly, eligible institutions competed in Division I National Collegiate Athletic Association (NCAA) sports.

I explored student affairs and institutional advancement partnerships through individual interviews, focus groups, and site visits to three Catholic universities. I conducted two rounds of virtual interviews with most individual participants over the span of 16 months (i.e., 2022–2023). The first round of interviews provided context for the history and current operations of the partnership. The data collected informed the focus group administration and site visits to each campus. The second round of interviews helped me to understand how partnerships evolved over time. Between the first and second round of interviews, each campus faced staff attrition at all levels within their student affairs and institutional advancement divisions.

Of the 23 people individually interviewed during this multisite case study, eight (four at Merton University, three at Jesuit University, and one at Sodality University; four student affairs professionals and four institutional advancement professionals) left their institutions.

Additionally, one person in institutional advancement at Merton University moved into a new

role. This kind of attrition in the fields of student affairs and institutional advancement reinforces the importance of institutional partnerships, especially in terms of structure and culture.

Key findings can be summarized in three themes: (a) organizational practices that supported creating and sustaining partnerships, (b) characteristics of student affairs fundraising, and (c) definitions of success and effectiveness. In terms of organizational practices, there was limited evidence to show any of the three institutions fully realized a new and emergent third space of partnership. Interestingly, although participants described new and emergent ways of doing more precise work, institutions opted for developing partnerships that maintained professional orientations already in place rather than creating a distinct third space. There are several reasons why the institutions did not create a third space. First, all participants described divisional cultures consistent with broader campus culture. Although there were some cultural differences in the professional orientations of institutional advancement and student affairs divisions, the mission-driven values of radical hospitality and student-centered practice aided the cross-divisional partnership. Second, all three campuses in this multisite case study operated in a centralized fundraising system (Drezner, 2011). Those charged with student affairs fundraising continued to be housed and evaluated in the institutional advancement division. Therefore, expectations and metrics associated with success did not fundamentally change for the institutional advancement boundary spanners. Finally, participants in both divisions found it more realistic to maintain their own structures and technologies within the partnership. These distinctions helped maintain boundaries and focused communication on a need-to-know basis.

Although applications of the practices of partnership described in Hora and Millar's (2011) third space of educational partnerships framework were limited, elements of the framework that addressed the motivation for partnerships and the role of boundary spanners were

prominent in this study. Enlightened self-interest (Hora & Millar, 2011) was the primary motivator in the decisions of divisional leaders to agree to partner. For example, after small-scale successes (e.g., a day of giving initiative at Sodality University), enlightened self-interest led to a more extensive commitment to partner on annual basis. The ways in which enlightened self-interest was employed were consistent with the ways in which researchers have defined strategic partnerships previously (Bergquist et al., 1995) and symbiotic value creation (Googins & Rochlin, 2000) to describe the synergy of partnerships. In those definitions of partnerships, trust and a mutually dependent exchange of ideas, effort, and resources help create and sustain the initiatives.

Once divisional leaders agreed to partner, boundary spanners became central to the daily work of the partnership. The number of boundary spanners grew as the scope of the partnerships became more defined and central to strategic fundraising efforts. Whitchurch's (2008) description of cross-boundary professionals was most consistent with my findings regarding the work of boundary spanners. These professionals negotiated boundaries and displayed knowledge of both functional areas to build a strategic advantage in their roles (Gold et al., 1993; Morgan & Policello, 2010; Penney et al., 2019). For example, Samantha, Director of Development for Parent Leadership and Student Affairs at Jesuit University, described using her dual role as gift officer and a parent of current students to develop rapport with her student affairs colleagues. She was also able to articulate the value of wellness and inclusion initiatives to parent donors.

Challenges to sustaining partnerships emerged as boundary spanners departed their roles. In most cases, the departure of boundary-spanning partners in student affairs positions was more difficult to overcome because fundraising was often not included in their job descriptions. New hires first had to learn their role in the student affairs division before serving as a boundary

spanner for the student affairs fundraising partnerships. Representatives on all campuses noted institutional advancement hiring practices for student affairs fundraisers should consider a more specialized skill set. It was important these colleagues display empathy and socioemotional sensitivity to work more effectively with student affairs colleagues. Although it was important for professionals in both divisions to demonstrate these traits, the institutional advancement boundary spanners took extra time to understand student affairs roles and the annual timeline of student affairs work. This attentiveness to the needs of student affairs colleagues, an awareness of their challenges, and a focus on the student experience improved the relationship between the two divisions.

Although the scope of partnerships varied from campus to campus, similarities existed in the partnership characteristics described by study participants. Some campus participants described more limited partnerships, whereas others detailed collaborative efforts requiring extensive time, coordination, and resources to sustain efforts. The organizational practices at Jesuit University required the most collaborative partnership given the full integration of the campus wellness center into their comprehensive campaign. The key to a productive working relationship was agreement among divisional leaders about the scope of the fundraising efforts and how to organize the partnership. Alignment between expectations, resource allocation, and divisional priorities was required.

When alignment did not exist, conflicts and disagreements were ultimately negotiated by divisional leaders. The scope of each partnership determined how the characteristics of the partnerships emerged on each campus. For example, Merton and Sodality universities exhibited more limited and coordinated partnerships (Hora & Millar, 2011). These universities dedicated limited resources with few cross-divisional partnerships; as a result, less people were involved in

their cross-divisional efforts. Furthermore, the scale of the initiatives was smaller and did not involve predetermined fundraising goals. Although the dedicated resources varied, common characteristics of partnerships emerged at the three universities.

Common characteristics of the partnerships included (a) embracing a mission-informed approach, (b) institutional advancement taking a leadership role in the creation of structures and routines governing student affairs fundraising partnerships, (c) creating workflows around annual events, (d) discussing funding priorities, and (e) gaining consensus on how to communicate and use technology across divisions. The Catholic mission and values of the institution made it easier to enter and sustain partnerships because the mission was pervasive across campus. Although student affairs and institutional advancement divisions had their distinct professional orientations, they shared a common institutional language and culture that contributed to their motivations and plans to partner. When necessary, leaders discussed how and when Catholic identity could become political when interacting with alumni, parents, and other donors.

Participants shared that some donors became critical of specific student affairs programs and initiatives that prioritized a more inclusive view of Catholicism. For example, Merton University had to negotiate tensions around racial justice and Sodality University had to address concerns about affirming LGBTQ+ students. These situations were addressed by campus leaders who used their experience and respect for the professional orientations of each division to determine a response that both addressed the concerns of individual donors and the support of current students.

The final research question explored definitions of how participants defined success and effectiveness in their student affairs fundraising efforts. I treated success and effectiveness as related, but distinct constructs. Success addresses the performance of predetermined goals in a

predetermined time frame, whereas effectiveness emphasizes fundraising potential, given the capacity and resources available (Lasher & Cook, 1996). In this study, definitions of success and effectiveness varied by campus and constituent group. Consistent with previous research, participants from institutional advancement divisions identified traditional metrics of fundraising success; for example, they identified success as dollars raised, and increasing the number of prospect interactions and annual donors (Miller-Schuster, 2014). Student affairs professionals who had less day-to-day contact with the fundraising efforts were more likely to conflate success and effectiveness when discussing their partnerships. They were more focused on operational synergies, maintaining and expanding programmatic efforts for students, and developing connections with alumni and parents.

As the scope of the partnerships expanded, the need to document metrics associated with success increased (Rovig, 2008). The need to document metrics was particularly true of Jesuit University, which had a significant student affairs priority included in their most recent capital campaign. Because the partnerships were relatively new for each campus, there was little discussion about how to sustain successful and effective partnerships. In many cases, the skill sets and commitment of individual colleagues were viewed as central to the success of the partnership.

As with previous research on student affairs fundraising partnerships, participants in this study viewed effectiveness as expanding the donor base and connecting specific student groups and donors to fundraising initiatives (Miller-Schuster, 2014; Schoencke, 2005; Sonn, 2010). For example, Jesuit University developed programs for first-generation students and students of color to support their holistic journey to graduation with the support of donors committed to those specific student groups. Additionally, all three universities gained traction for expansion of

mental health awareness and resources through foundations, grants, and individual donors. Another example of effectiveness described by participants was the added ease of data mining and data sharing when the representatives from student affairs and institutional advancement agreed to partner. Data mining has been identified as essential to the fundraising industry (Birkholz, 2008) and the ability for institutions to transfer student involvement data and residential data to institutional advancement databases. This practice allows for more enhanced and tailored communications with alumni and families of current students.

Finally, this study addressed some of the limitations of previous research on student affairs fundraising partnerships. The third space of educational partnerships framework allowed for a more robust understanding of motivations for partnerships and the role campus leaders play in creating and supporting the partnership. Participants at all three institutions offered examples of what Hora and Millar (2011) called enlightened self-interest to support the creation and growth of student affairs fundraising partnerships. In some cases, the self-interests of boundary spanners benefitted the work of their home division. In other cases, the self-interests extended to professional aspirations; for example, senior student affairs officers can use their experience fundraising to accelerate to a presidency.

The study also addressed the call for research to “unveil the particulars of specific efforts, unique challenges, and successes” (Crowe, 2011, p. 104). By situating this study in the unique context of Catholic higher education, I gained insights into how institutional mission supports student affairs fundraising partnerships. Values such as radical hospitality, care of the whole student, a commitment to justice, and the importance of cocurricular learning resonate across divisions on Catholic campuses. Participants from both student affairs and institutional advancement had a common language and understanding of how student affairs fundraising

would benefit the student experience and the campus community. The strong mission of each institution allowed student affairs fundraising partnerships to emerge and expand without the development of a distinct third space. If a third space would have emerged fully, I could have expected to see the emergence of a new way to “foster new structures, relationships, and practices that in turn may generate new ways of thinking” (Hora & Millar, 2011, p. 22). However, the partnerships were created through relationship building and supported by a preestablished organizational structure maintained by institutional advancement.

This study also gave voice to boundary spanners and other divisional employees who contribute to student affairs fundraising partnerships. Previous qualitative studies had only addressed the actions and views of divisional leaders (Miller-Schuster, 2014; Sonn, 2010). The contributions of boundary spanners allowed for a deeper understanding of the routines and practices of partnership. Lastly, the research design allowed for an understanding of the partnerships over time. The second interviews with participants allowed me to understand the evolution of partnerships. Specifically, staff turnover emerged as a threat to sustaining partnerships. The loss of a dynamic divisional leader or skilled boundary spanner led to decreased capacity for partnership.

Limitations

Although the study expanded on previous research, several limitations should be noted. Several of the limitations arose out of logistical challenges associated with the COVID-19 global pandemic. The study was initially conceptualized before the start of the pandemic; thus, the pandemic led to several changes to my research design. First, several institutions that met my criteria for the study were not accepting outside research requests during the pandemic, which made site selection more challenging. Most of the study was intended to take place through in-

person interaction and multiple site visits. The COVID-19 pandemic led to more remote work and made it less likely that participants would all be available in person on the days of my site visits. Instead of completing two site visits to each institution, I visited each campus once for 1 day after my first round of interviews for that campus was completed. Additionally, interviews were conducted via Zoom instead of in person. Shortening the site visit and not interviewing participants in their office spaces made it harder to use transient observation (Murphy, 1980) to inform my understanding of the routines that support (or strain) the partnerships.

Additionally, interviews were spread out over several months instead of taking place in a more condensed time frame. This wider range of interview dates made it more difficult to fully immerse myself in the qualitative inquiry. Although these necessary changes limited the study, the incorporation of virtual interviews turned out to be advantageous given this time of extensive workplace transition. Participants who left the institution after their first interviews continued to participate, allowing me to retain their voice and perspectives.

Another limitation of the study was a lack of participation by specific campus stakeholders. The primary boundary spanner who worked with parents at Merton University did not respond to requests to participate in the study. Across all campuses, there was a lack of participation in the virtual focus groups. The focus groups were included in the research design to better understand the culture of each division and to observe how interactions occurred beyond employees who served in boundary-spanning roles. When possible, I held individual interviews with willing focus group participants and asked the focus group protocol questions. This alteration reduced some of the benefits of collective experience and shared meaning making between representatives of each division.

Finally, this research only included an examination of partnerships at three Catholic campuses. All three campuses shared mission-related commonalities and operated within a centralized institutional advancement system. Institutions that have decentralized institutional advancement practices have different processes. Stake (1995) argued case studies are intended to optimize particularization, not generalization. In this study, careful attention was given to the uniqueness of each case as it related to the conceptual framework. As a result, I came to know the motivations for the partnership and the contributions of boundary spanners to successful and effective student affairs and institutional advancement partnerships. Rich details culled from these three cases will be useful beyond those institutions that operate in a centralized advancement system.

Implications for Practice

Although this study focused primarily on Catholic universities, the implications of this research are relevant to other sectors of higher education. Any institution that has limited contact between student affairs and institutional advancement divisions can benefit from an empirically based model of how to build and sustain a mutually beneficial partnership. To further expand on the utility of this research, I created a best practice model for student affairs fundraising partnerships.

As noted earlier, the conceptual framework of third-space partnerships helped make meaning of some, but not all aspects of student affairs fundraising partnerships described by participants in this study. As a result, this proposed model pulled from the findings of this study and other research on partnerships. Prior research in the higher education sector on living–learning community partnerships led to the development of a best practice model to inform the work of campuses looking to establish successful –learning programs. Inkelas et al. (2018) took

inspiration from Maslow's (1954) hierarchy of needs to create an image for their best practice model for living-learning communities. In their model, building blocks of successful programs are stacked on top of each other in the shape of a pyramid. The base of the pyramid is defined as the infrastructure, or essential elements required for successful partnership. These essential conditions must be present before building other components of the partnership. Inkelas et al. (2018) explained:

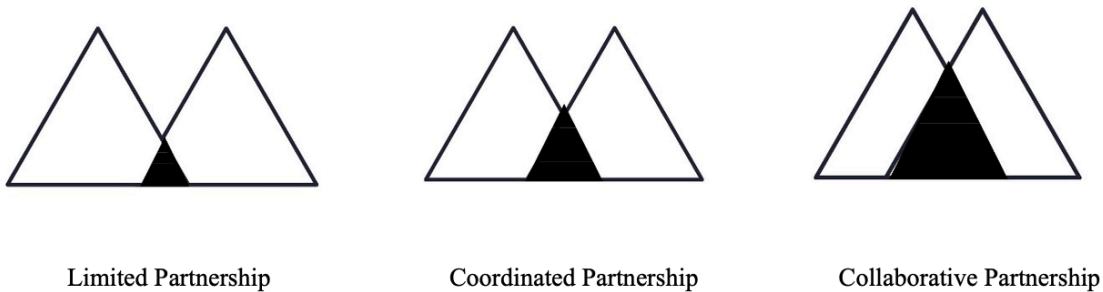
Without fulfilling these basic conditions, individuals cannot progress on to higher order needs. Thus, as one moves up the pyramid from basic needs, the higher tiers in the pyramid depend on foundational levels for support. The apex of Maslow's hierarchy is self-actualization or the fulfillment of individual potential through interconnection with the rest of the needs in the pyramid. (p. 17)

This visualization of a pyramid conceived by Inkelas et al. (2018) and Hora and Millar's (2011) characteristics of partnership types can both be applied to the findings of this study.

In terms of the current study, I conceptualized the student affairs fundraising partnerships as two overlapping pyramids to represent the structural partnerships between student affairs and institutional advancement divisions. Each pyramid exists on its own as distinct divisions. The triangle (or pyramid) created by the overlapping section represents the type of partnership between student affairs and institutional advancement. The larger the size of the overlapping pyramid, the greater the scope of the partnership and the resources required to form a sustained successful and effective partnership (see Figure 2).

Figure 2

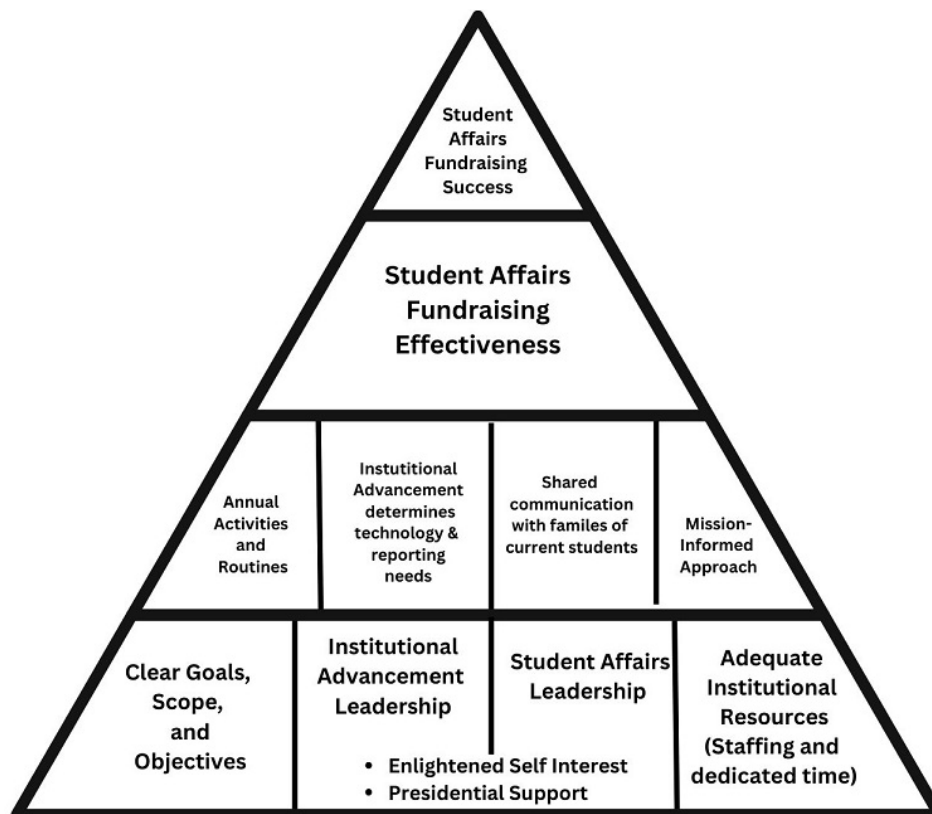
Different Partnership Types for Student Affairs Fundraising



Within the overlapping pyramid, elements of the pyramid constitute the building blocks of student affairs fundraising partnerships that institutions can use to guide their efforts (see Figure 3). The base layer includes the organizational practices of the partnerships. Based on this inquiry, the organizational practices of successful partnerships stem from the agreement between the senior student affairs official (SSAO) and the senior institutional advancement officer (SIAO) to partner. The relationship building and willingness to work across boundaries toward a common good for the institution aligns with Love and Estanek's (2004) description of pervasive leadership. Pervasive leaders influence and promote positive changes in the organizational structure.

Figure 3

Best Practice Model for Student Affairs Fundraising



Note. Based on *Educational Partnerships: Navigating Diverse Cultural Contexts to Turn Challenge Into Promise* by M. T. Hora, & S. B. Millar, 2011, Stylus and “The Living-Learning Community Pyramid” by K. K. Inkelas, J. E. Jessup-Anger, M. Benjamin, & M. R. Wawrzynski, 2018, *The Talking Stick*, pp. 44–51.

At Sodality University, Julie (i.e., SIAO) intentionally reached out to Brian (i.e., SSAO) to initiate and deepen partnerships. At Merton University, the SSAO and SIAO leveraged years of personal and professional relationships to create new partnerships. At all three universities, the potential and reality of partnership was strengthened by the support of the president and other

leaders of other divisions (e.g., academic affairs). The efforts of the SSAO and the SIAO were motivated by enlightened self-interest (Hora & Millar, 2011). Enlightened self-interest provided motivation to advance the partnership.

Once leaders agreed to partner, two other organizational practices were necessary to build a strong foundation for student affairs fundraising initiatives. Through initial discussions, small-scale partnerships, and early success in fundraising efforts, leaders agreed on clear objectives and goals to further expand the partnership (see Figure 3). For example, at Jesuit University, early successes in fundraising for a 4-year leadership program for students of color and a food pantry led to more defined plans to include student affairs wellness priorities in a capital campaign. At Sodality University, Brian, the SSAO and Julie, the SIAO agreed on the scope of a partnership, but they acknowledged staff turnover in student affairs might temporarily limit the partnership. The final essential organizational practice to promote student affairs fundraising involved allocating adequate staff time and institutional resources to the partnership.

At all three institutions, at least one fully dedicated fundraiser was identified to work with the student development leadership to develop fundraising priorities and identify prospective donors. Dedicating staff resources aligns with prior research into student affairs fundraising efforts (Rovig, 2008). The more student affairs and institutional advancement boundary spanners understand their expectations and communication, the greater the potential is for building out the characteristics of partnership that will lead to effectiveness and fundraising success.

Once the essential organizational practices are implemented, campuses can address the next level of the pyramid (see Figure 3). The building blocks at this level of the pyramid all address the characteristics of partnership. These characteristics include yearly activities and routines such as days of giving, grant writing, alumni events, and annual giving. At this level of

the pyramid, both divisions develop consensus on the initiatives and student groups who will benefit from fundraising activities. For example, Merton University participants discussed using their day of giving to fundraise for specific student clubs and organizations. In this study, student affairs fundraising priorities included emergency funding for students; funding for experiential activities; and wellness programs and initiatives that expanded diversity, equity, and inclusion. These initiatives directly supported the strategic mission and Catholic identity of the campus. To advance these kinds of programs through normal fundraising routines, campus leaders and boundary spanners should determine how and when to organize their partnership. Based on the current study, all three campuses preferred to use technology and reporting structures already established in their centralized, institutional advancement divisions.

Another characteristic of partnership included as a building block of the pyramid in Figure 3 is agreement and likely, the expansion of efforts around the donor bases that will contribute to student affairs fundraising. For example, all three campuses aligned their parent programs with student affairs fundraising partnerships. The inclusion of families in student affairs fundraising has been an established practice in the literature since student affairs fundraising was first considered viable (Penney & Rose, 2001; Penney et al., 2019).

The last building block of this level of the pyramid in Figure 3 is an embrace of the institutional mission to articulate the value of student affairs fundraising partnerships. Catholic campuses can use the principles of *Good Practices for Student Affairs at Catholic Colleges and Universities* (Estanek & James, 2007) to guide their fundraising efforts. Mission-informed practices can also help institutions navigate political sensitivities. Catholic institutions may feel political tensions in different ways from public or nonreligiously affiliated institutions. In some circumstances, Catholic mission and values may create the tension, and in other cases, may help

navigate the tensions (Barry & Doherty, 2002). For example, principles associated with the dignity of each person or care of the whole person may come into tension with Catholic church teachings concerning sex, support of LGBTQ+ individuals, and the examination of an individual conscience. The inclusion of mission-informed practices as a building block helps partners anticipate challenges and develop routines without compromising the broader goals of the partnership.

The third and fourth levels of the pyramid address ways in which campuses can fully actualize success and effectiveness in their student affairs fundraising efforts. Based on this study, fundraising effectiveness constitute the third layer of the pyramid. In this study, participants from all three institutions discussed ways in which partnerships increased their effectiveness. Effectiveness allowed for financial savings and ease when event planning (Sonn, 2010), more alignment in campus communications (Kellogg, 1996; Miller-Schuster, 2014), enhanced data mining (Birkholz, 2008), and the ability to sustain programmatic efforts that would not be possible without the partnership (Penney et al., 2019). Effectiveness considers more than just traditional fundraising such as dollars raised; for example, Merton University leveraged their student affairs and institutional advancement partnerships to expand volunteerism through their alumni mentor program.

Evidence of student affairs fundraising effectiveness appears to be a precursor to fundraising success. In the current study, fundraising success was most closely defined as meeting predetermined monetary goals (Lasher & Cook, 1996). Furthermore, student affairs fundraising success often aligned with traditional fundraising metrics such as dollars raised, the number of contacts, solicitations, and how many new major prospects were identified and qualified (Miller-Schuster, 2014).

The top of the pyramid in Figure 3 further expands on commitment to student affairs strategic priorities by embedding student affairs strategic priorities into comprehensive campaign priorities. Of the three institutions, Jesuit University was the only one that had a multimillion-dollar comprehensive campaign initiative dedicated to student affairs. As expected, they were the only institution that had clearly documented metrics to measure fundraising success. As in Inkelas et al.'s (2018) living-learning programs pyramid model, there is an aspirational quality to the top of the student affairs fundraising pyramid. Many participants viewed the possibility of creating endowments and student affairs campaign initiatives as an aspirational aspect of their partnership. Endowed programs and funds would require not only documented metrics but also ways in which gifts will be stewarded by institutional advancement and student affairs partners.

Taken as a whole, the pyramid in Figure 3 is held together by mortar. In this model, the mortar is the work and ongoing interaction of the boundary spanners. Previous research has supported the importance of cross-divisional partners who leverage parallel skill sets (Penney et al., 2019; Rissmeyer, 2010). The boundary spanners sustain partnerships and tend to various building blocks of the pyramid. Without boundary spanners, there is no guarantee that the pyramid will remain cohesive.

Furthermore, if boundary spanners do not communicate effectively with divisional leaders who, in turn, inform presidents and trustees of successes, there is a risk that support for the partnership may diminish. If presidential and divisional leadership support is withdrawn, the entire pyramid will collapse, thereby jeopardizing the partnership. Therefore, campuses should consider embedding the role of boundary spanners into job descriptions and asking candidates about their boundary-spanning capabilities during the search process. In this study, the boundary-spanning roles were more clearly defined in institutional advancement position descriptions.

Participants from student affairs viewed boundary-spanning efforts as additive to their primary roles and responsibilities.

This model (see Figure 3) can be used to guide student affairs fundraising partnerships or to sustain partnerships. In some cases, campuses may use this model to determine why a partnership is struggling. The components of the pyramid illustrate structural elements of the student affairs fundraising partnerships. To sustain efforts, the structural features need to transcend the tenure of individual boundary spanners, divisional leaders, or presidents. In this study, several participants attributed current partnership successes to the people. Chris, an associate vice president from Jesuit University, went as far to say the current partnership was a “Camelot” moment that may not have the potential to be replicated. If changes in divisional leadership take place and new SIAOs or SSAOs no longer prioritize the partnership, the whole pyramid may collapse on itself due to a lack of structural support. Conversely, if strategic decision making does not guide the work of the boundary spanners, the pyramid morphs into one-off efforts based on the interests and work of a few employees. In both scenarios, stewardship of donors and future fundraising potential over time may be jeopardized.

Recommendations for Future Research

Beyond the implications for practices, several avenues for future research would build on the current empirical research. In terms of Catholic institutions, the findings of this qualitative study can be used to create a survey administered to all Catholic colleges and universities to better understand the scope and extent of student affairs fundraising partnerships. A survey aligned with research coordinated by the Association of Catholic Colleges and Universities may be useful because the organization looks to support both the care of students and the final health of Catholic institutions. Response rates may be higher if the survey is sponsored by a

professional organization. Survey questions that address the role SSAOs play in fundraising and how common it is for a SSAO to be given an annual fundraising goal would help to understand how pervasive student affairs fundraising at Catholic institutions.

In addition, a survey may provide further insights into SSAO aspirations to a college presidency. Prior studies (Q. Martin, 2018; McGoey, 2004) have considered the skill sets of presidents who came from a student affairs background. McGoey (2004) found only 23% of the 22 presidents with prior student affairs experience surveyed had fundraising experience before becoming president. Fourteen years later, Q. Martin (2018) conducted a qualitative study of 12 presidents who came from student affairs roles. Participants in Q. Martin's more recent study considered fundraising an essential but a difficult aspect of their position. Two of three SSAOs in this current study discussed how fundraising experience would contribute to their professional development. After the interviews for the current study concluded, one of the SSAOs assumed the presidency at another Catholic university,

Survey findings might inform further qualitative inquiries that build on the current study. For example, participants at each institution discussed tensions that exist on Catholic campus between student affairs funding priorities that support a diverse student body and views on Catholicism held by some donors. Case study methodology that incorporates the voices of multiple campus stakeholders and donors could further explore how tensions are navigated and who is involved in making final decisions. Case studies could highlight the organizational practices when donors are directing their gifts toward campus centers, offices, or funds as opposed to unrestricted gifts. For example, gifts directed to multicultural offices may require more nuanced discussions of the supported activities in a politically charged campus, regional, or national climate.

Beyond research specific to religiously affiliated institutions, future quantitative and qualitative studies could expand the other people who support or are connected to student affairs fundraising partnerships beyond the boundary spanners. For example, presidential support for student affairs fundraising partnerships was a contributing factor to initiating the partnership in the current study. Interviews with presidents and board of trustees may further expand understanding of the types of student affairs fundraising efforts that would be embraced by campus leaders and benefactors.

Additionally, research that includes the voices of alumni and parents can help identify what student affairs fundraising priorities are valued by those constituent groups. This information is particularly important for institutions that may have generational or demographic differences between their current student and donors. Understanding the motivations and perspectives of lead donors may help institutions socialize new programs and support systems for a diversifying student body in marketing materials and campaign communications. Quantitative studies may also address the impact of student affairs involvement in the overall fundraising success of an institution. Analysis of completed comprehensive campaigns or annual giving can quantify how much of the result can be attributed to student affairs partnerships. Research that quantifies the return on the investment of financial and human resources into expanding student affairs fundraising may be inform practice at various institutions.

Finally, future research should further determine the use (or misuse) of third-space theory to understand campus partnerships. Although Hora and Millar (2011) and I traced the origins of third-space theory as part of the literature review, the conceptual frameworks did not prioritize an in-depth exploration of oppression in Catholic higher education. Bhabha (1994) used third space to critically address issues pertaining to colonialism, race, and identity. Given the recent

discussions about the Catholic Church and the role of Catholic higher education in slavery (Foley, 2017; Rothman, 2020), further consideration should be given to how campuses organize their fundraising efforts, especially when student affairs initiatives dedicated to equity and inclusion are prioritized.

Additional critical analysis between the original spaces of student affairs and institutional advancement divisions may also be helpful; for example, student affairs divisions tend to employ more diverse professionals than advancement divisions (Council for the Advancement and Support of Education, 2018; Pritchard & McChesney, 2018). The disparity in diverse staff representation between the two areas, coupled with the nature of work in each division, may lead to oppressive structures within the culture of an institution that will shape the creation and sustenance of student affairs fundraising partnerships.

Conclusion

Many people in Catholic higher education have considered Saint Ignatius the first fundraiser for higher education. Before his death in 1556, Saint Ignatius spent the last 10 years of his life soliciting financial support for his ministries and educational institutions. In those years, he drafted 96% of his nearly 7,000 known letters. His correspondence mainly addressed the financing and stability of the Jesuit educational institutions. Clancy (1993) employed the imagery of a three-legged stool to explain Saint Ignatius's view of his colleges. In 1551, Saint Ignatius wrote to Father Jean Pelletier, saying:

There are three objectives you should keep in mind. One is the preservation and increase of the Society in spirit, learning and numbers. The second is that we should look to the edification of the city and seek spiritual fruit in it. The third is to consolidate and increase the temporalities of the new college so that Our Lord will be better served in the first and second objectives. (para. 1)

This quote demonstrates the interconnectedness of Saint Ignatius's mission and vision for Catholic education. All activities of the institution should tie directly back to the Greater Glory of God; however, this quote also speaks to how very practical Saint Ignatius was about the immediate and future financial needs of his institutions. To educate students and foster community partnerships, it was first necessary to secure and sustain financial support from benefactors who also believed in the mission of the institution. For Ignatius, expanding the donor base was crucial to financial health, educational effectiveness, and civic engagement.

Almost 500 years later, Catholic institutions have continued to receive guidance and inspiration from Saint Ignatius and the founders of other religious orders to serve the needs of their students and communities (International Association of Jesuit Universities, 2023). The work has been both consequential and challenging. The ability of Catholic institutions to inspire parents, donors, and alumni to donate their time and financial resources may determine if an institution remains solvent in the current higher education landscape. This study, conceptualized before the COVID-19 global pandemic, confirmed a new sense of urgency that exists for Catholic campus looking for a way forward.

Between 2016 and 2023, over 15 Catholic colleges and universities ceased operations (Higher Ed Dive, 2023). For current students, alumni, and surrounding communities, the loss of an institution and its mission is devastating. To remain viable, Catholic colleges and universities must find ways to increase their revenue and donor bases. Through innovation and a desire to work better together across functional siloes, student affairs and institutional advancement partners can find ways to partner for the greater good of their campuses and students. There is no one way to create and sustain a partnership. Institutional culture, relationships, structures, and routines all contribute to how and when to enter partnerships. This study demonstrated there are

building blocks to partnerships that could inform practices, funding priorities, and strategic decision making. When linked to Catholic institutional mission, the partnerships will serve both the institution and its students.

Appendix A

Consent Form

**University of Maryland
Institutional Review Board**

1204 Marie Mount Hall • 7814 Regents Drive • College Park, MD 20742 • 301-405-4212 • irb@umd.edu

CONSENT TO PARTICIPATE

Project Title	Student Affairs and Institutional Advancement Partnerships at Catholic Colleges and Universities: A Case Study
Purpose of the Study	<i>This is a research project being conducted by Michael A. Puma at the University of Maryland, College Park. I am conducting this research for my dissertation. I am inviting you to participate in this research project because you are a/n (Student Affairs/Institutional Advancement) administrator at _____ and as a subject in this study you will be able to help me better understand partnerships between Institutional Advancement and Student Affairs divisions at Catholic Colleges and Universities. The purpose of this multi-site, case study is to understand how Catholic universities create third space organizational partnerships between their Institutional Advancement and Student Affairs divisions. Furthermore, I aim to better understand how institutions define success and effectiveness in their student affairs and institutional advancement partnerships. Findings will be particularly useful to institutions and leaders of Student Affairs and Institutional Advancement divisions at Catholic and other private, liberal arts institutions with similar missions exploring the development and expansion of strategic fundraising partnerships.</i>
Procedures	<i>You will receive a consent form and an explanation of this study before engaging in two, semistructured interviews. The interviews will either take place in person during my site visit to your campus or through videoconferencing using a digital communications platform. You will be asked to complete a questionnaire that includes demographic information and background questions pertaining to your role in the student affairs/institutional advancement partnerships on your campus. Each interview is scheduled to last approximately 60 minutes. In-person interviews will be audio-recorded and later transcribed. Interviews that take place through videoconferencing will be recorded and transcribed. If you do not wish to be audio and/or video recorded, I will take written notes as an alternative. You may choose to decline to answer</i>

	<i>any questions that you do not feel comfortable answering.</i>
Potential Risks and Discomforts	<i>The risks of this research are minimal. Potential informant risks include an invasion of privacy if the informants were identified. To minimize this risk, I will strip the information we discuss today of identifying characteristics to preserve your anonymity. Your name will not appear in the dissertation or any associated presentations.</i>
Potential Benefits	<i>There are no direct benefits from participating in this research. We hope that, in the future, other people might benefit from this study through improved understanding of student affairs and institutional advancement partnerships.</i>
Confidentiality	<i>None of the institutions participating in this study will be named; they will all be given a pseudonym. All the information we discuss today will be stripped of identifying characteristics to preserve your anonymity. Your name will not appear in the dissertation or any associated presentations. I will ask your permission to record the interview. If you agree, we will proceed and the audio and/or video files from this interview will be stored in a password-protected cloud account, further protect your confidentiality. These audio and/or video files will be transcribed but will be destroyed three years after the project has been completed. Beyond myself (as the principal investigator), only my doctoral advisor and departmental IRB liaison will have access to the study data.</i> <i>Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.</i>
Compensation	<i>The researcher will not provide direct compensation. However, the researcher will make a \$25 donation to a charitable/non-profit organization on your behalf.</i>
Right to Withdraw and Questions	<i>Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify. Your decision to participate or not participate in this research will not affect your employment in any way.</i> <i>If you decide to stop taking part in the study, if you have questions, concerns, or complaints, or if you need to report an injury related to the research, please contact the investigator:</i>

	Michael A. Puma XXXXXXXX, XXXXXX, XX XXXXX XXXXXXXX@umd.edu XXX-XXX-XXXX	
Participant Rights	<i>If you have questions about your rights as a research participant or wish to report a research-related injury, please contact:</i> University of Maryland College Park Institutional Review Board Office 1204 Marie Mount Hall College Park, Maryland, 20742 E-mail: irb@umd.edu Telephone: 301-405-0678 <i>For more information regarding participant rights, please visit:</i> https://research.umd.edu/irb-research-participants <i>This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.</i>	
Statement of Consent	<i>Your signature indicates that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction and you voluntarily agree to participate in this research study. You will receive a copy of this signed consent form.</i> <i>If you agree to participate, please sign your name below.</i>	
Signature and Date	NAME OF PARTICIPANT [Please Print]	
	SIGNATURE OF PARTICIPANT	
	DATE	

Appendix B

Interview Protocols

Demographic Questionnaire (completed online before first interview by all participants)

1. How long have you been at the institution?
2. Who do you report to?
3. Please describe your role in raising funds to support student affairs services, activities and programs.
4. With whom should I talk to find out more about student affairs fundraising at your institution? This can include current or past employees).
5. What electronic or print materials I should look at to get a more comprehensive understanding of student affairs and institutional advancement partnerships at your institution?
6. What events at your institutions involve partnership between student affairs and institutional advancement?

First Interview Protocol – Student Affairs Boundary Spanners

1. Questions concerning Student Affairs and Student Affairs Fundraising
 - a. How would you describe the culture of your division?
 - b. How does the culture of your division fit into the overall institutional culture?
 - c. What are the unique features about your institution that impacts fundraising?
2. Questions regarding Partnerships
 - a. How would you describe the partnership between the student affairs and institutional advancement in regard to student affairs fundraising?
 - b. How do you interact with members of the Institutional Advancement division, particularly when it comes to student affairs fundraising? How do you communicate with leadership in the Institutional Advancement division?
 - c. How do you and your colleagues interact with members of the student affairs division, when it comes to student affairs fundraising? How do you communicate with leadership in the Student Affairs division?
 - d. What technologies help to advance your partnership?
 - e. How do you believe you and your role are perceived by members of the student affairs division? By members of the institutional advancement division?
3. Questions regarding success
 - a. What criteria or indicators have been developed to define student affairs fundraising success and effectiveness?
 - b. How are you evaluated? How is the success and effectiveness of your work evaluated?
 - c. What have been the biggest opportunities for and challenges to success in your student affairs fundraising initiatives?
 - d. When challenges/problems come up, how are they handled? Who is involved in resolving problems?
4. Closing
 - a. What are some things that you would like to see happen in the future when it comes to student affairs fundraising at your institution?
 - b. Is there anything else that we have not covered in our discussion today that you think is important to my understanding of the inner workings of student affairs fundraising partnerships?

First Interview Protocol – Institutional Advancement Boundary Spanners

1. Questions concerning Institutional Advancement and Student Affairs Fundraising
 - a. How would you describe the culture of your division?
 - b. How does the culture of your division fit into the overall institutional culture?
 - c. What are the unique features about your institution that impacts fundraising?
2. Questions regarding Partnerships
 - a. How would you describe the partnership between the student affairs and institutional advancement in regards to student affairs fundraising?
 - b. How do you interact with members of the Student Affairs division, particularly when it comes to student affairs fundraising? How do you communicate with leadership in the Student Affairs division?
 - c. How do you and your colleagues interact with members of the Institutional Advancement division, when it comes to student affairs fundraising? How do you communicate with leadership in the Institutional Advancement division?
 - d. What technologies help you to advance your partnership?
 - e. How do you believe you and your role are perceived by members of the student affairs division? By members of the institutional advancement division?
3. Questions regarding success
 - a. What criteria or indicators have been developed to define student affairs fundraising success and effectiveness?
 - b. How are you evaluated? How is the success and effectiveness of your work evaluated?
 - c. What have been the biggest opportunities for and challenges to success in your student affairs fundraising initiatives?
 - d. When challenges/problems come up, how are they handled? Who is involved in resolving problems?
4. Closing
 - a. What are some things that you would like to see happen in the future when it comes to student affairs fundraising at your institution?
 - b. Is there anything else that we have not covered in our discussion today that you think is important to my understanding of the inner workings of student affairs fundraising partnerships?

First Interview Protocol – Senior Student Affairs Officer

1. Questions concerning Student Affairs Fundraising
 - a. What is the motivation for engaging in student affairs fundraising?
 - b. How has the initiative changed since you have been in your position at this institution?
 - c. How does student affairs fundraising fit into your division's goals? What has been the effect of student affairs fundraising on your division's initiatives and activities?
 - d. How does student affairs fit fundraising into the larger strategic goals for your institution?
2. Questions regarding Partnerships
 - a. How would you describe the partnership between the student affairs and institutional advancement in regards to student affairs fundraising?
 - b. How do you communicate with leadership in the Institutional Advancement division concerning student affairs fundraising?
 - c. How do you interact with your staff members who assist with student affairs fundraising partnerships?
 - d. What processes or structures are in place to sustain student affairs fundraising?
3. Questions regarding success
 - a. What criteria or indicators have been developed to define student affairs fundraising success?
 - b. How do you define success in regards to student affairs fundraising? How do you communicate expectations?
 - c. What have been the biggest supports and challenges to success in the institution's student affairs fundraising initiatives?
 - d. When challenges/problems come up, how are they handled? Who is involved in resolving problems?
4. Closing
 - a. What are some things that you would like to see happen in the future when it comes to student affairs fundraising at your institution?
 - b. Is there anything else that we have not covered in our discussion today that you think is important to my understanding of the inner workings of student affairs fundraising partnerships?

First Interview Protocol – Senior Institutional Advancement Officers

1. Questions concerning Student Affairs Fundraising
 - a. What is the motivation for engaging in student affairs fundraising?
 - b. How has the initiative changed since you have been in your position at this institution?
 - c. How does student affairs fundraising fit into your division's goals? What has been the effect of student affairs fundraising on your division's initiatives and activities?
2. Questions Regarding Partnerships
 - a. How would you describe the partnership between the student affairs and institutional advancement in regards to student affairs fundraising?
 - b. How do you interact with members of the student affairs division, particularly when it comes to student affairs fundraising? How do you communicate with leadership in the student affairs division?
 - c. What technologies help you do your work?
 - d. How do you believe you and your role are perceived by members of the student affairs division? By members of the institutional advancement division?
 - e. What processes or structures are in place to sustain student affairs fundraising?
4. Questions Regarding Success
 - a. What criteria or indicators have been developed to define student affairs fundraising success?
 - b. How do you define success in regards to student affairs fundraising? How do you communicate expectations?
 - c. What have been the biggest supports and challenges to success in the institution's student affairs fundraising initiatives?
 - d. When challenges/problems come up, how are they handled? Who is involved in resolving problems?
5. Closing
 - a. What are some things that you would like to see happen in the future when it comes to student affairs fundraising at your institution?
 - b. Is there anything else that we have not covered in our discussion today that you think is important to my understanding of the inner workings of student affairs fundraising partnerships?

Second Interview Questions for All Participants

1. Has anything changed in your funding priorities and partnerships with Advancement since we last spoke in _____?
2. Partnerships can be collaborative, cooperative, or coordinated. Which of those three words best describe your efforts and why?
3. Beyond fundraising, what are other reasons (ways) in which your divisions might interact/partner?
4. What professional preparation (in your schooling or career) has been most useful to you when supporting student affairs fundraising?
 - a. Probe: What other types of professional development would be helpful to you and others in your division that would strengthen the partnerships?
5. How does the Catholic identity of the institution influence the partnership between student affairs and advancement?
 - a. Probe: What opportunities and/or tensions arise because of the Catholic Identity?
6. What differences exist between young alumni and older alumni in terms of their connections with student affairs? Do you see differences in the types of donor interests and areas of involvement?

Focus Group Questions

1. Can you tell me about the different roles individuals play in student affairs fundraising on your campus? Who does what?
2. What opportunities and challenges do you think exist for your institution's student affairs fundraising efforts?
3. Were you provided any specific kinds of training or preparation to do this work? If so, how were they helpful or not helpful?
4. How do you know if your fundraising efforts are successful and/or effective?
5. What are the future opportunities for student affairs fundraising on this campus?
6. Was there anything else you'd like to share with me that you think would be helpful to a study on fundraising for student affairs Initiatives from your vantage point?

Appendix C

Vignettes of Individual Participants

Sodality University Participant Vignettes

Assigned pseudonym	Interview protocol	Length of employment at first interview	Current status	1st interview	2nd interview
Hazel	Boundary spanner – student affairs	12+ years	Still employed	4.14.22	No
Bernadette	Boundary spanner – institutional advancement	3 years	Still employed	4.21.22	12.6.22
Cindy	Boundary spanner – student affairs	13 years	Still employed	4.25.22	12.7.22
Julie	SIAO	5.5 years	Left institution Summer 2022	3.23.22	12.14.22
Brian	SSAO	13.5 years	Still employed	4.11.22	12.5.22
Angela	Alternate focus group	24 years	Still employed	3.23.23	n/a
Molly	Alternate focus group	13 years	Still employed	3.6.23	n/a
Amy	Alternate focus group	10.5 years	Still employed	2.13.23	n/a

Student Affairs Individual Interviews

Brian was the senior student affairs officer at Sodality University. At the time of the first interview, he had been at Sodality for 13.5 years. He had served as the SSAO since 2011. Before beginning that role, he was the associate vice president for student affairs. He is also a lawyer. He reported directly to the president.

Hazel was the Director for Communications and Community Relations for the student affairs division at Sodality University. At the time of the first interview, she had worked at Sodality for 12.5 years. She reported to the senior student affairs officer, Brian. In her role, she worked closely with the SSAO to establish annual fundraising initiatives for institutional campaigns and for high-level donors. She also prepared marketing materials to engage potential donors. Hazel did not respond to requests for a second interview.

Cindy is the Assistant Vice President for Student Development at Sodality University. At the time of the first interview, she had worked at Sodality University for 13 years. During her first 2 years at Sodality University, she served as director of new student programs. She held similar

roles at her previous institutions. She reports to the senior student affairs officer, Brian. As a boundary spanner, she collects stories for possible fundraising initiatives. She also attends parent council meetings and supports the recruitment of new parent council members.

Institutional Advancement Individual Interviews

Julie was the Senior Institutional Advancement Officer at Sodality University. At the time of the first interview, she had worked at Sodality as the SIAO for 5.5 years. In between the first and second interview, Julie left Sodality University to take a SIAO at a larger, non-Catholic, university. Julie's second interview was conducted after she left Sodality University.

Bernadette is the Director of Parent Engagement and Philanthropy at Sodality University. At the time of the first interview, she had worked at Sodality University for three years. She reports to the Associate Vice President of Institutional Advancement. Prior to working at Sodality University, Bernadette worked at another institution in parent philanthropy. In her role, she is a primary boundary spanner to the student affairs division.

Focus Group Participants (Alternate Individual Interview Format)

Molly is the Assistant Vice President for Health and Wellbeing and Executive Director of Campus Recreation at Sodality University. At the time of the interview, she had worked at Sodality University for 13 years. She reports to the Senior Student Affairs Officers, Brian. Marie has a long history working with campus recreation at Sodality University and a larger state institution. She participates in a number of student affairs fundraising initiatives, including giving day, parent council, conducting webinars and leading tours of the recreation facility,

Angela is the Executive Director of Alumni Relations and Constituent Engagement at Sodality University. At the time of the interview, she had worked at Sodality University for 24 years. She has served as the Executive Director of Alumni Relations since 2009. She reports to the Associate Vice President of Institutional Advancement.

Amy is the Assistant Director of Alumni Relations at Sodality University. At the time of the interview, she had worked at Sodality University for 10.5 years. In her role, she connects current student organizations with diverse alumni affinity groups. She also plays a large role in Reunion Weekend. She is supervised by Angela, the Executive Director of Alumni Relations and Constituent Engagement.

Merton University

Assigned pseudonym	Interview protocol	Length of employment	Current status	1st interview	2nd interview
Peter	Boundary spanner – student affairs	13 years	Left December 2022	3.3.22	1.19.23
Susan	Boundary spanner – student affairs	11 years	Left November 2022	2.25.22	12.20.22
Faye	Boundary spanner – institutional advancement	32 years	Left May 2022	3.10.22	3.23.23
Caroline	Boundary spanner – student affairs	3.5 years	Still Employed	2.25.22	12.5.22
James	Boundary spanner – institutional advancement	13 years	Still employed - new position	2.24.22	3.8.23
George	SIAO	16 years	Left Summer 2022	3.3.22	1.6.23
Jane	SSAO	14 years	Still employed	2.24.22	1.23.23
Max	Focus group	7 years	Still Employed	2.16.23	n/a
Greg	Focus group	15.5 years	Still employed	2.16.23	n/a

Student Affairs Individual Interviews

Jane is the Senior Student Affairs Officer at Merton University. At the time of the first interview, she had been at Merton University for 14 years. She reports directly to the President. Prior to serving as the SSAO, Jane had been the Dean of Students from 2007-2016. Prior to working at Merton University, Jane worked in student housing and postsecondary research.

Susan was the Assistant Vice-President for Career Development and Community Engagement at Merton University. At the time of the first interview, she had worked at Merton University for 11 years. She reported to the Associate Vice-President for Student Affairs, Peter. In her role, she worked with institutional advancement colleagues to secure funding that either mitigated barriers to student persistence or enhanced enrollment pipeline. Prior to the second interview, Susan had left Sodality University to take a role in enrollment services and student success at a technical college.

Peter was the Associate Vice President of Student Affairs at Merton University. At the time of the first interview, he had worked at Merton University for 13 years. He reported to the Senior Student Affairs Officer, Jane. Peter wrote several grants in conjunction with colleagues in

institutional advancement. Many of the areas in his portfolio such as student activities, community engagement and family programs also worked closely with advancement colleagues. Prior to the second interview, Peter had left Sodality University and started a position at a community college system in another state.

Caroline was the Director of Student Activities and Orientation at Merton University. At the time of the first interview, she had worked at Merton University for 3.5 years. She was also an alumnae of the institution. She reported to the Associate Vice-President for Student Affairs, Peter. Prior to returning to Merton, Caroline had worked at a larger university and had extensive experience with days of giving and brought that experience with her back to Merton University.

Institutional Advancement Individual Interviews

George was the Senior Student Affairs Officer at Merton University. At the time of the first interview, he had been at Merton University for 16 years. He reported directly to the President. George retired from Sodality University in late May 2022 and now serves as Vice-President of a private consulting company. He is still involved with the University through the Alumni Mentoring Program. Prior to his work at Sodality University, he served as a major gifts officer and an Associate Vice-President of Institutional Advancement at another institution. He has a doctoral degree in higher education administration.

Faye was the Associate Vice President for Development and Alumni Relations at Merton University. At the time of the first interview, she had worked at Sodality University for 32 years. In her role, she raised money across the University, including student affairs and athletics. She reported to the SIAO, George. Prior to the second interview, Faye had left Merton University to become the senior advancement officer at a local, Catholic high school.

James was the Assistant Vice President of Strategic Partnerships at Merton University. At the time of the first interview, he had worked at Sodality University for 13 years. He reported to the SIAO, George. In his role, he oversaw corporate, foundation and government relations. In this role, he helped to secure funding for student affairs initiatives. Prior to the second interview, James transitioned to a new role, the Chief Government, Community & Strategic Partnerships Officer and now reports directly to the President.

Focus Group Participants

Max is the Director of Career Services at Sodality University. At the time of the focus group, he had worked at Sodality University for 7 years. He reports to the Executive Director of Experiential Learning and Community Engagement. He interacts with institutional advancement colleagues through the alumni mentoring program, grant funded programs, and corporate sponsorships focused on talent acquisition.

Greg is the Associate Dean of Students/Director of the Counseling Center at Sodality University. At the time of the focus group, he had worked at Sodality University for 15.5 years. He reports to the Dean of Students. Over the years, he has participated in writing and submitting grants with institutional advancement colleagues.

Jesuit University

Assigned pseudonym	Interview protocol	Length of employment	Current status	1st interview	2nd interview
Eleanor	Boundary spanner - student affairs	10	No longer employed	2.25.22	n/a
Samantha	Boundary spanner – institutional advancement	13	Still employed	3.18.22	1.26.23
Kay	Boundary spanner – student affairs	3.5	Still employed	2.8.22	12.12.22
Chris	Boundary spanner – institutional advancement	24	Still employed	2.28.22	1.19.23
Thomas	Boundary spanner – institutional advancement	16	Still employed	3.7.22	1.22.23 via email
Ron	Boundary spanner – student affairs	34	Still employed	3.1.22	1.5.23
Marie	Boundary spanner – institutional advancement	16	No longer employed	3.7.22	n/a
Terence	SIAO	5	Still employed	3.3.22	1.19.23
Miles	SSAO	7	No longer employed	3.4.22	12.19.22
Megan	Focus group	29	Still employed	2.13.23	n/a
Sondra	Focus group	34	Still employed	2.13.23	n/a
Kourtney	Focus group	5.5	Still employed	2.13.23	n/a

Student Affairs Individual Interviews

Miles was the Senior Student Affairs Officer at Jesuit University. At the time of the first interview, he had been at Jesuit University for 7 years. He reported directly to the President. After the second interview was conducted, Miles left Jesuit University to assume the presidency at another Catholic university. Miles had previously served in multiple roles within student affairs divisions at another Catholic institution.

Ron is the Executive Director of Business Operations Student Affairs Division at Jesuit University. At the time of the first interview, she had worked at Jesuit University for 34 years.

He reported to the Senior Student Affairs Officer, Miles. Ron was named Interim Vice-President of Student Affairs when Miles departed Jesuit University.

Eleanor was the Director, Alcohol and Other Drug Prevention and Education Program. At the time of the first interview, she had worked at Jesuit University for 10 years. She reports to the Director of the Counseling Center. When I spoke to Eleanor, she was preparing to transition out of Jesuit University to take a role at a non-profit. Eleanor did not participate in a second interview.

Kay was the Executive Assistant to the Vice President of Student Affairs at Jesuit University. At the time of the first interview, she had worked at Jesuit University for 3.5 years. She reported to the Senior Student Affairs Officer, Miles. Prior to working for Miles, Kay had some work experience in fundraising.

Institutional Advancement Individual Interviews

Terence is the Senior Institutional Advancement Officer at Jesuit University. At the time of the first interview, he had worked at Jesuit University as the SIAO for 5 years. He reports to the President. Prior to coming to Jesuit University, Terence worked for 20 years in institutional advancement divisions at three universities. Two of the three universities were Catholic.

Thomas is the Senior Associate Vice President at Jesuit University. At the time of the first interview, he had worked at Jesuit University for 16 years. He reports to the Assistant Dean of Development. Thomas attended a Catholic university for his undergraduate degree and worked at the same institution for 16 years in the institutional advancement division. Thomas For his second interview, Thomas submitted answers to questions via e-mail since he could not attend a virtual interview.

Chris is the Assistant Vice President for Strategic Partnerships at Jesuit University. At the time of the first interview, he had worked at Jesuit University for 24 years. In addition to working at Jesuit University, Chris is an author. He had previously served as a senior advancement officer at a hospital. He reports to the Assistant Dean of Development.

Marie was the Director of Development for Student Affairs and Parents at Jesuit University. She held this position for four years. At the time of the first interview, she was preparing to leave the institution after 16 years. She accepted a position at another college as the senior director of development. Marie did not participate in a second interview.

Samantha is the Director of Development, Parent Leadership Philanthropy and Student Affairs at Jesuit University. At the time of the first interview, she had worked at Sodality University for 13 years and had recently started her position after Marie departed the University. She reports to the Assistant Vice President of Institutional Advancement. Her children attend Jesuit University, and she is an alumna of the institution.

Focus Group Participants

Megan is the Director, Housing, Residence Life, Sorority & Fraternity Life at Jesuit University. At the time of the focus group, she had worked at Jesuit University for 24 years. She reports to the Senior Student Affairs Officer.

Sondra is the Dean of Students at Jesuit University. At the time of the focus group, she had worked at Jesuit University for 34 years. She reports to the Senior Student Affairs Officer.

Kourtney is the Assistant Vice-President for Student Affairs at Jesuit University. At the time of the focus group, she had worked at Jesuit University for 5.5 years. She reports to the Senior Student Affairs Officer.

Appendix D

On-Campus Visit and Documents Analysis by Institution

Merton University

On campus visit: August 2, 2022

- Admission Presentation
- Campus Tour
- Brief meeting with James, Chief Government, Community & Strategic Partnerships Officer
- Meeting with Library Archivist

Documents:

- University Organizational Chart (2022)
- Student Affairs Organizational Chart (2022)
- Academic Calendar (2022)
- Strategic Plan (2020)
- Campus View Book (2022)
- Campus Map (2022)
- History of Campus (1999)
- History of Campus (2017)
- Report in Catholic Identity of the University (2014)
- News release regarding close of fundraising campaign (2017)
- Select articles from campus newspaper discussing campaign launches and closings.
- Annual gift solicitations (2023)

Media

- E-mail communication from Advancement (2022-2023)
- Main University Instagram and Facebook pages (2022-2023)
- Day of Giving social media solicitations (2022-2023)

Sodality University

On-Campus visit: August 1, 2022

- Admission Presentation
- Campus Tour
- Brief Meeting with Bernadette, Director of Parent Engagement and Philanthropy
- Meeting with Library Archivist

Documents:

- 2022 Student Development Impact Report
- Division of Student Development Diversity and Strategic Action Plan 2021-2022
- Strategic Plan (2022)
- Campus Map (2022)
- Campus Viewbook (2022)
- Organizational Chart (2022)
- A History of Coeducation at the University (1976)
- History of the University (2000)
- Voices of the University book (2005)
- University Coffee Table Book (2016)
- News release to announce fundraising campaign (1988)
- News release discussing fundraising momentum (2019)
- News release discussing closing of fund-raising campaign (2002)
- Annual gifts solicitations (2022-2023)

Media

- Video of event that kicked off most recent comprehensive campaign (2023)
- E-mail communication from Advancement (2022-2023)
- Main University Instagram and Facebook pages (2022-2023)
- Day of Giving social media solicitations (2022-2023)

Jesuit University

On-Campus visit: January 25-26, 2023

- Admission Presentation
- Campus Tour
- Lunch with Miles, Senior Student Affairs Officer
- Meeting with Library Archivist
- Attended Presidential Town Hall for Campus Community

Documents:

- Strategic Plan (2016, 2022)
- Campus Map (2023)
- Campus Viewbook (2023)
- Organizational Chart (2022)
- University Magazine dedicated to the institution's host city (2022)
- History of the University (1929)
- History of the University (1953)
- Report: Student Power on a Catholic Campus (1969)
- Photo book celebrating 125 Anniversary (2007)
- History of Black students and faculty at the University (2021)
- University and Catholic: Final Report of the Special Committee on the Christian Character of the University (1977)
- Campaign Case Statement (2021)
- Weekly fundraising dashboard (January 2022)
- White paper on food insecurity among students shared with donors (2019)
- Material for donors explaining multicultural student success program (2022)
- Material for donor explaining wellness initiatives in student affairs (2022)
- Executive Summary: President's Taskforce on the Impact of Alcohol and other Drugs on the University Community – shared with donors (2020)
- Annual gifts solicitations

Media

- E-mail communication from Advancement (2022-2023)
- Main University Instagram and Facebook pages
- Interactive timeline of history of institution

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