

ABSTRACT

Tommy Gregory Prince. THE LIVED EXPERIENCES OF AFRICAN AMERICAN PUBLIC UNIVERSITY DEVELOPMENT ADMINISTRATORS. (Under the direction of Dr. David J. Siegel) Department of Educational Leadership, September, 2015.

This study explores the lived career experiences of African American university development administrators who work at public higher education institutions. In a society that is growing increasingly ethnically diverse, among other ways, and where college graduates reflect this increased diversity, it is important that research is conducted concerning ethnic minorities and members of traditionally marginalized groups who serve within the profession of university development.

The purpose of this research was to explore career experiences, with particular attention to recruitment, engagement, and retention factors, as well as participants' perceptions of efficacy regarding these efforts. Five participants were selected for this study with the following characteristics: they all have served within the field of university development for 10 years or longer and have had more than one employer during their careers. Participants represented a range of ages (30s through 50s) and were diverse in terms of gender (three males, two females). Collectively, the five participants had experience working at predominantly White institutions, HBCUs, and predominantly Hispanic institutions.

This qualitative study utilized the narrative research tradition. Jerlando Jackson's ERA model was used as the theoretical framework and provided a guide to inquiry. Interviews with selected participants led to six emerging themes: (1) the pipeline into the profession; (2) onboarding and investment; (3) respect leads to loyalty; (4) achieving an all-important balance; (5) career challenges related to personal demographics; (6) personal considerations and relational/family issues.

Recommendations for future research included performing research with other ethnic groups, with multi-racial participants, with other traditionally marginalized groups, and with Whites who work at non-predominantly White institutions. The potential benefit of structured entry-level opportunities (ex: internships; graduate assistantships targeting underrepresented groups in certain areas such as marketing and sales, journalism and public relations), as well as opportunities for those who “self-select” and work in development offices as undergraduate students could prove beneficial. The administrator would benefit in terms of recruiting and the academy would benefit by potentially expanding current academic offerings where there is a documented need, thus effectively bridging the gap between practitioners and academics.

THE LIVED EXPERIENCES OF AFRICAN AMERICAN
PUBLIC UNIVERSITY DEVELOPMENT ADMINISTRATORS

A Dissertation

Presented to

The Faculty of the Department of Educational Leadership
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by

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PUBLIC UNIVERSITY DEVELOPMENT ADMINISTRATORS

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DEDICATION

I would like to dedicate this dissertation to my loving and supportive family. My wife Hope's constant encouragement and my kids' incessant questions about whether or not I "was finished with my dissertation" kept me going throughout the grueling, yet rewarding, process. I also must dedicate this work to my late great-uncle, David Earl Prince. His encouragement led me to dream beyond not only being the first person in my family to pursue and complete a 4-year degree, but also a complete master's degree program and to pursue a doctoral degree as well. I also want to thank my mother, Dianne Martin, for the role she played in helping me see this process to the end. Finally, my father, Tommy Prince, was supportive as well in our phone conversations, and my grandmother, Alma Prince, asked me for progress reports increasingly this calendar year – an act that definitely kept me motivated to the end. I will be forever grateful to all those listed above, whether here on Earth or in Heaven above. Thank you.

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Beyond my committee, I must acknowledge the commitment of Dr. Stephen G. Hardy, who helped me incredibly in terms of getting the thoughts that I had for this work out of my head and on paper – a considerable challenge for me beyond what might be considered difficult for others. His expert perspective in having undergone this process earlier in his career proved motivational and informative beyond what I can describe in words. Finally, Christine Smith's countless reads and reviews of my work brought the needed clarity and preciseness necessary in the appropriate places.

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CHAPTER 1: INTRODUCTION

Overview

Members of higher education have expressed a commitment to the subject of ethnic diversity as an area of interest (Anyaso, 2008; Sugrue, Foner, & Camarillo, 1999). Workplace diversity continues to be a challenge in several professional fields, and the higher education professions are no exceptions (Chun & Evans, 2011; Ehrenberg, 2011). While research concerning faculty and student body diversity efforts is abundant, less research has been conducted regarding the diversification of higher education administration ranks (Jackson & Daniels, 2007). Further, research regarding African American higher education administrators is particularly scant (Chambers & Walpole, in press; Jackson, 2004), and virtually nothing has been published on African Americans who work in university advancement.

Postsecondary institutions have utilized multiple recruitment and retention efforts to attract and retain minority faculty and staff at the behest of federal and state governments, private companies, foundations, and nonprofit organizations, with uneven success (Siegel, 2008). Ethnic minorities within higher education administration – especially university development and fundraising – are underrepresented (Drezner, 2013; Flandez, 2013; Gasman & Bowman, 2013). A recent review of membership in the Association of Fundraising Professionals shows that 90% of its membership is White, 3% is African American, 2% is Hispanic, and 4% consists of other minorities (Flandez, 2013). This compares to a general United States population of 72% White and 13% African American, with Hispanics and other races comprising the remaining 15% (United States Census Bureau, 2010). Despite an increasingly diverse population from which to draw candidates, there has been a persistent, documented lack of ethnic minorities who work within upper administrative positions within higher education (Snyder & Hoffman, 2007). The

growing field of university development is no exception as illustrated by the shortages identified by the Council for Advancement and Support of Education (CASE) (2013). University development is experiencing a persistent shortage of minority administrators (Bell & Cornelius, 2013; Bowman, 2010; Drezner, 2013; Flandez, 2013; Gasman & Bowman, 2013).

Improving diversity within university advancement should be an important goal for higher education institutions, especially within a contemporary context of declining state funding and increasing reliance on private funding, including alumni. University development involves private fundraising to support the functions of a higher education institution. This relationships-based work is becoming increasingly vital to the financial well-being of higher education institutions. At most institutions of higher education, development is an important sub-area of university advancement, which also includes marketing, alumni relations, advancement services, and sometimes external/community relations. Within higher education, university advancement, specifically development, is one of the more rapidly growing areas in terms of administration additions and retention concerns (Iarrobino, 2006). Higher education institutions are increasingly dependent upon financial resources from varying sources, including private funding. Iarrobino (2006) posits that higher education institutions are becoming increasingly dependent upon their advancement operations, recognizing that the demand for good fundraisers is at an all-time high. Further, public institutions have had to increase fundraising efforts significantly during the past three decades as state support has decreased as a portion of overall operating budgets for a sustained period of time, and this trend seems to be irreversible (Ehrenberg, 2011; Kirshstein & Kadamus, 2012; Walters, 2006). The economic downturn beginning in 2008 has exacerbated the need for university development efforts given the decrease in funding per full-time equivalent (FTE) due to budget cuts and increased enrollment at HEIs.

As student bodies become more diverse, so too does the body of alumni (Gasman & Bowman, 2013). As individuals tend to more easily build personal connections with people who are similar to themselves (Anft, 2013; Cejda & Murray, 2010; Goldberg, 2005; Johnson, 2009; Tokumura, 2001), diversifying university advancement staff is a research-based strategy to increase the effectiveness of advancement initiatives among a more diverse alumni base. This is important to note because as alumni and general populations diversify, university development offices must consider their own diversity or underrepresentation issues in order to properly service potential donor populations. In order to further the industry's literature in this regard, this dissertation focuses on African American administrators who practice in the administrative subfield known as university development. Today's higher education institution landscape finds enrollments of ethnically diverse individuals at 36%. The profession's efforts to engage, recruit, retain, and advance diverse administrators in this subfield of higher education administration has increasingly become a focus within the field, yet industry efforts continue to fail in terms of generating a representative population (Bell & Cornelius, 2013; Drezner, 2013; Flandez, 2013).

Background of the Problem

Despite the increased diversification of the country's population and a diverse pool from which universities and colleges can draw students, faculty, and administrators, the number of minority administrators employed at U.S. institutions of higher education remains disproportionately low compared to their White counterparts (Snyder & Hoffman, 2007). Ethnic diversification among the student, faculty, and administrative ranks has been an on-going challenge at many institutions of higher education despite efforts to attract diverse populations (Iverson, 2012; Snyder & Hoffman, 2007). Just as students tend to select universities or disciplines when they see people who look like them in those milieus (Johnson, 2009),

administrators generally, and university administrators in particular, are more likely to be drawn into the profession when they see other persons of color in those roles. Many students are most comfortable in environments that include people with similar backgrounds and individual characteristics (Byrne, 1971; Goldberg, 2005; Johnson, 2009). This phenomenon is referred to as the “similarity attraction paradigm” and is well established in associated literature (Byrne, 1971; Byrne, 1997; Goldberg, 2005; Johnson, 2009). Existing studies and research demonstrate that a diverse faculty and student body leads to positive benefits for the education of students (Cejda & Murray, 2010). For analogous reasons, profession-based groups such as the African American Development Officers Network have formed over the past decade, as university development efforts at many institutions are expanding in recent years.

There has been recent research regarding African American involvement with philanthropy from the “donor and volunteer” perspective (Drezner, 2013; Flandez, 2013; Gasman & Bowman, 2013), yet limited research examines African Americans who work within university development. Further, research regarding the engagement, retention, recruitment, and advancement of African American administrators is lacking in the extant literature (Jackson, 2004). The lack of adequate diversity within university development administration can hinder the profession in many ways (Drezner, 2013). For example, cultural differences among ethnicities demand different fundraising strategies, yet many current professionals in this area persist with strategies that have been employed with the White majority (Drezner, 2013). Examples of such traditional strategies include not offering alternative affinity group reunions (African American or Asian American student group alumni reunions for example) that attract minority alumni, while continuing to hold full class reunions only.

As our society becomes more diverse, current development approaches could become less effective, resulting in decreasing overall philanthropic support to public institutions of higher education. Consequently, an examination of the experience of African American development administrators could contribute greatly to what is currently a scant body of research. Given the overall lack of research in the area of African American administrators, there is understandably limited research regarding factors of the engagement, recruitment, retention, and advancement of African Americans within university development. Studying the experiences of select African American development administrators could establish a baseline of much-needed research regarding this subject.

Purpose of Study

The purpose of this study is to explore the lived experiences of African American university development administrators, specifically their work experiences inside and outside the institution. With less state support, dwindling federal research dollars, and other fiscal challenges arising, the experience of administrators specifically at public higher education institutions became the focus of the study. Focus on university development/fundraising efforts has ramped up tremendously since 2000, as many of the headlines about multi-million and multi-billion dollar campaigns dominate the higher education landscape when stories about private philanthropy are the focus. Qualitative, exploratory interviews with African Americans who work within the field of university development helped identify themes regarding their collective experiences, which further an existing literature that focuses on other aspects concerning African Americans in higher education. Jerlando Jackson's (2004) conceptual framework titled "The Engagement, Retention, and Advancement Model for African Americans in the Higher Education Administrative Workforce" (ERA Model) serves as a theoretical framework guiding

inquiry in this study. I collected, analyzed, and interpreted qualitative data concerning the careers of select African American development administrators. The study's participants were interviewed about the experienced challenges, rewards, complications, and advantages in relation to their individual work within university development. This qualitative research project assists in identifying themes for future research, especially in the face of the changing demographics of alumni populations at public institutions of higher education. This work may inform human resource practice in terms of improving efforts to attract, recruit, retain, and advance African American administrators who work within university development.

Conceptual Framework

Jerlando Jackson's (2004) framework, "The Engagement, Retention, and Advancement Model for African Americans in the Higher Education Administrative Workforce" serves as the conceptual framework for this study. While no conceptual framework maps perfectly to the focus of this dissertation, the ERA model (Jackson, 2004) provides important elements to consider when analyzing the individual career experiences of participants.

Jackson's framework is an emerging model (see Figure 1) that attempts to enunciate the importance of a broader construct, where community and commitment to diversity principles are embraced within the field of higher education. This framework is particularly salient to this specific research project in that its focus is to identify and analyze work and career components that successfully engage, recruit, retain, and advance African American administrators during a career.

As a matter of advancing research, the present study contributes to the call by Jackson and Flowers (2003) for increasing the body of "empirical or practice-based knowledge pertaining

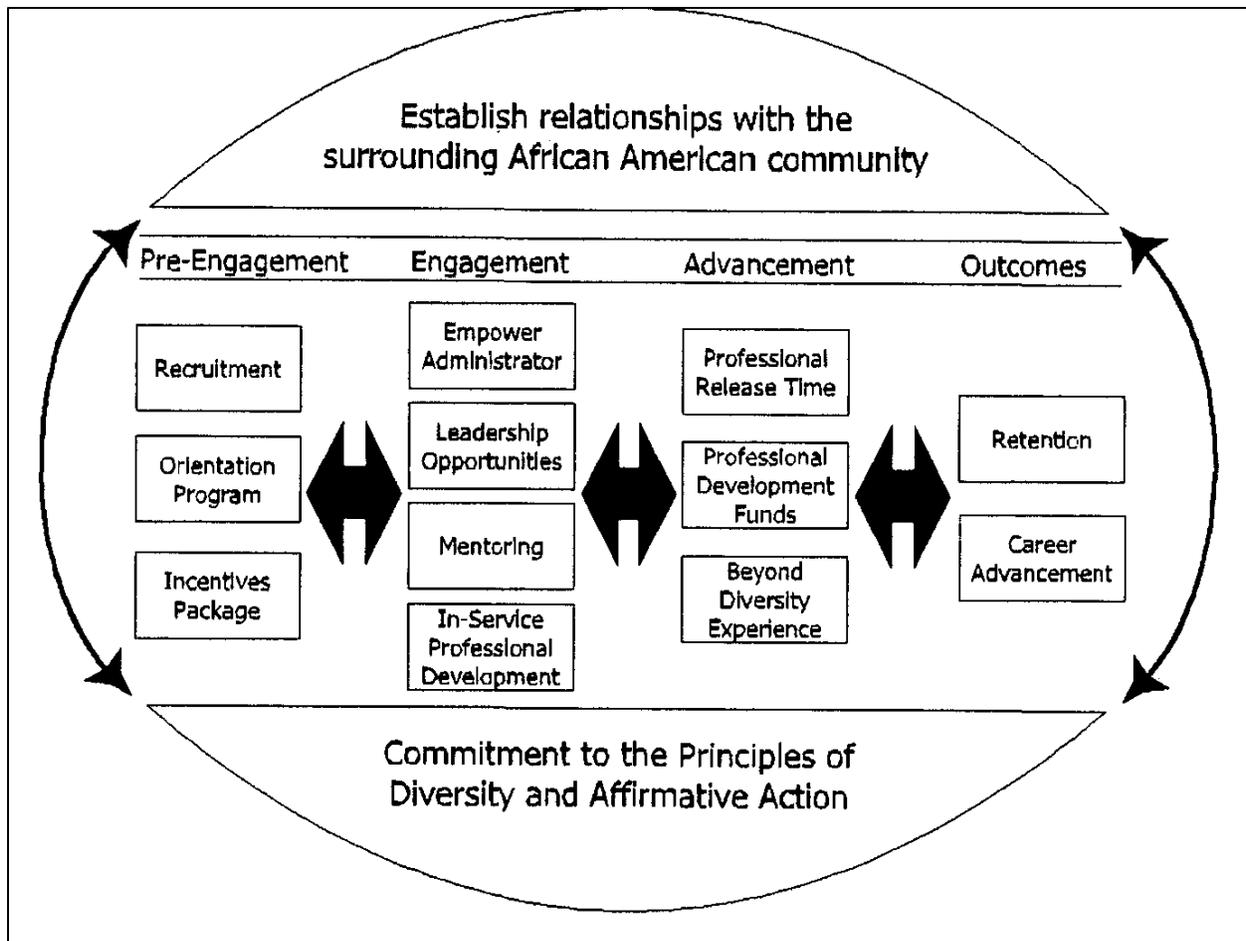


Figure 1: An emerging model for engaging, retaining, and advancing African American administrators at predominantly White institutions.

to the retention of African American administrators” (p. 130). Consideration of this framework provides a guide for qualitative interview questioning and exploration.

Research Purpose

In this dissertation, I explore the career experiences of African American administrators who work in university development, with a particular emphasis on recruitment, engagement, and retention factors, as well as participants’ perceptions of efficacy regarding these efforts. The research concentrates on gaining informative knowledge from these participants’ individual career experiences. Questions explore participants’ work experiences as university development officers, including the engagement and recruitment efforts that initially brought them to their positions; retention practices that have been influential in their decisions to remain in their positions; their personal experiences of alienation and marginalization as underrepresented minorities in the profession (if any); any discriminatory practices they have perceived in their development careers (if applicable); and various institutional factors that have helped or hindered their career outcomes, heretofore, as development professionals.

Significance of Study

Development efforts are expanding at public higher education institutions due to decreased, flat, or declining state financial support when measured as a percentage of operating budgets at institutions. Of the 49 states seeing revenue growth prior to 2008, only 14 indicated plans to increase revenue to higher education (Walters, 2006). Thus, the trend of slowly reducing state-funded support to public institutions was underway prior to the economic downturn beginning in 2008 dubbed “The Great Recession.” This trend of less public funding, combined with a higher expectation of funding from private sources, and an increasingly diverse society from which to draw financial support, leads to the need for this study. Performing a

qualitative study with African American development officers pertaining to their experiences working in the field of university development makes an original contribution to the literature, as well as gathers data to improve the recruitment and retention of African Americans in this increasingly critical area.

Workplace diversity is studied at the highest of levels. The federal government examines the subject of African Americans in the public sector on a regular basis, producing the “Blacks in Government” report. “BIG” is a federal government report that focuses upon diversity in the federal government workplace (Gill, 2013). Issues such as accountability, recruitment, providing mentoring opportunities for developing and retaining staff, and encouraging employees to reach out to the community are included as the basic tenets and prescribed elements of the recurring report. In higher education, it is common knowledge that the field recognizes the need for increased diversity as an ongoing issue, at all levels: faculty, students, and staff. More specific to the university development field, CASE recognizes ethnic diversity in staffing as a challenge in the field of university development and has helped form several groups through its organization to address the issue.

Despite efforts at multiple levels, employers are often unable to integrate diverse employees successfully. Employers find it challenging to adopt cultural norms and management practices that integrate these individuals in an inclusive way within the existing organization. These challenges often lead to cynicism directed at programs that aim at increasing diversity (Ricucci, 1997; Thomas, 1990; Von Bergen, Soper, & Foster, 2002). Therefore, public management scholars are paying increasing attention to diversity-oriented research (Gill, 2013).

With the ongoing ethnic diversification of our public higher education institutions, an examination of the lived experiences and workplace perceptions of African American university

development administrators provides data that can illuminate substantive issues that pertain to the recruitment, retention, and advancement of this particular population of administrators. It remains to be seen if this research project might guide policy and provide rich data for the consideration of human resource administrators. At a time when all professions and sectors of society are being challenged to be more inclusive of diversity, and as higher education is increasingly expected to reflect this ethos of diversity and inclusion, efforts to understand the experiences of diverse employees may go some distance toward enhancing our collective knowledge and creating more welcoming institutions.

Research Design

This study uses qualitative research, specifically narrative research (Creswell, 2013). Primarily utilized in the social sciences, it can involve the lived experiences, as expressed by the individual participants first hand. Procedures can involve the in-depth study of a small number of individuals – even as small as one or two individuals – where data are gathered over time. Data are distilled from a collection of stories provided directly from the participants who are reporting their individual experiences (Creswell, 2013). Data are then ordered and organized in a logical fashion by the researcher, typically in a chronological fashion, and themes are discovered, and results reported. Interviews about life experiences, as well as field notes provide crucial data. Of important note, narrative stories are often co-constructed by the participant and researcher, thus both are involved in structuring the research design through a collaborative effort (Riessman, 2008).

The research participants in the present study were actively employed African American university development administrators with 10 or more years of experience in the field. Participants held, or have held an administrative level position at a four-year institution and

agreed to participate in the study. All served in a professional level position based on titles held and type of work accomplished during their careers. Also, the majority of participants had held more than one position and/or served at more than one institution, thus the breadth of data they provided proved more robust than those new to the field. Some are active members of organizations concerned with issues regarding African Americans who work in this field, such as the African American Development Officers Network.

Efforts were made to attract participants who had held a directorship or higher during their careers. Position titles were utilized to confirm participants' work statuses. Personal interviews provided meaningful measures and helped identify recurring themes from the participants. The African Americans involved in this study were actively employed within the field of university development and had first-hand knowledge of how they were attracted, recruited, and retained in the field. Participants were employed within a public higher education institution.

Based on narrative and participatory research methodology, researcher and participant worked together to determine salient research points and crucial data for the study. Themes, categories, and key events were co-discovered via interviews with five participants. NVivo software was utilized to examine the textual exchanges produced during interviews and helped identify research findings organized thematically in Chapter 4.

Definition of Terms

University advancement: This term is defined 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. The activities and programs that generally fall under the 'institutional/university advancement'

banner include alumni relations, internal and external communications, public relations, fund raising, government relations” (Rowland, 1986). Advancement services is also an increasingly important component of advancement (Worth, 2002).

Development: This term is used interchangeably with “fundraising.” Development is a sophisticated process that includes several steps or stages. It begins with the institution’s academic plan, from which specific financial needs and fundraising goals are derived. It proceeds to the identification of likely prospects for gifts to support those needs. Sophisticated research methods and other means are utilized (Worth, 2002).

Marketing: This term refers to coordinating the planning of initiatives with the participation of all the areas of the institution that have a stake in its success (Simmons, Bickart, & Buchanan, 2000).

Alumni relations: This department advances the mission of its institution and serves and supports its alumni base in an ethical and socially responsible manner (Worth, 2002)

Advancement services: Support areas such as research, records, gift administration, and information systems management have become subsumed under this one unified heading (Worth, 2002).

External/community relations: This career category includes a wide spectrum of jobs, including public relations, fundraising, and community advocacy (Worth, 2002).

Organization of the Study

This dissertation is divided into five chapters. Chapter 1 includes an introduction to the study, the background of the problem, the purpose of study, introduction of the conceptual framework, the over-arching research question, the significance of the study, the scope of the study, definition of terms, and organization of the study. Chapter 1 provides context regarding

the current state of African American administrators within the field of university development. Also, the lack of African American officers within the field of university development is introduced as an issue of concern within this specific area of the higher education administration profession. Jackson's (2004) ERA model of African American higher education administrators is introduced, as is the higher education sub-specialty of university development. Chapter 2 is organized around the concept of workplace and provides a review of relevant literature: public university funding since 2000; African Americans and their relationship to higher education philanthropy; and African American public administrators. The study's conceptual framework and research methodology are reviewed in Chapter 2 as well, where Jackson's ERA model is explored in detail. Chapter 3 addresses methodology, overall design of the study, decision rules and criteria utilized for the identification of participants, and analytic procedures. Chapter 4 discusses the research findings provided by the African American development officers. Questions asked seek an understanding of individual career experiences in terms of exploring one's perceptions of depth, breadth, and efficacy regarding one's organization's diversity strategies. This is interpreted and understood within the construct of Jackson's ERA model, and as experienced by the participants individually, throughout their collective careers. Chapter 5 summarizes, analyzes, and discusses the data. Further suggestions for future research and directions of inquiry are also identified.

CHAPTER 2: LITERATURE REVIEW

Six interrelated sections comprise this review and are organized around the scheme of “workplace” as described previously. Each of these areas has an impact on the workplace of higher education development administration or is related by being pertinent to the higher education workplace. The interrelated areas are: (1) summary of public university funding since 2000, (2) African Americans in higher education philanthropy, (3) African American faculty literature, (4) African American public administrator literature, (5) identified need for literature pertaining specifically to African Americans in university development, and (6) an analysis of Jerlando Jackson’s (2004) ERA model.

Important Context

Multiple workplaces exist within higher education institutions. “Workplace” is the center of one’s work experience, and understanding key characteristics is necessary in order to properly frame this review of literature and lead to a better understanding of the study’s purpose. For the sake of this review, it should be noted that African American faculty have been a key subject heretofore of extant literature concerning higher education professionals. While this literature is valuable, further research needs to better encompass the experience of higher education administrators. In very general terms, the administrator’s frame of reference compared to a faculty member’s frame of reference reveals key differences in the workplaces experienced by development administrators as compared to educators.

The majority of existing literature regarding African American higher education professionals emphasizes faculty, with less attention placed upon the role of administrators – those who actually develop and implement policy (Cleveland, 2004). Likewise, in the field of university development, the majority of the existing literature focuses on African Americans as

both philanthropists and volunteers. Literature going forward needs to reflect several nuances, including African American administrators' responses to recruitment, efforts to retain, and advancement efforts within the administrative workplaces at their institutions. Comparing the workplace experienced by development professionals to that experienced by faculty members illustrates the need for additional literature regarding the workplace experienced by African American administrators and how it differs greatly from that experienced by the faculty member.

It is general knowledge at higher education institutions that within the university development workplace, colleagues tend to be other higher education administrators outside of the specialty area of development, as well as faculty members and campus leaders keen on raising private dollars from donors. Reporting structures tend to be hierarchical in nature, and issues such as academic freedom are not within the thought processes of university development administrators. "Clients" of university development professionals are donors and/or volunteers from different backgrounds, who tend to have different interests within the various areas of what institutions have to offer, both academically and athletically. Therefore, the university development administrator must be able to adapt, as appropriate, among the worlds of other specialty administrators on campus, faculty members interested in attracting private dollars, and university leaders within academic affairs, student affairs, and other areas such as administration and finance.

Furthermore, primary product, relationship to primary constituents, supervisory control, and the makeup of a typical workday vary tremendously from that of faculty members in several ways. An administrator's primary product is working with donors toward financial gifts of support for his or her institution. For university development administrators, work-objective timelines are often in terms of weeks, months, or within fiscal years. Fiscal year results are

measured with great scrutiny, and success often is measured within the construct of a capital campaign, whose public phase may only span four years or so. Evaluation timelines are often over short spans of time in university development, and officers are expected to be “customer oriented” and focus on relationship building. Administrators are incentivized differently than faculty members, and the workplace construct for administrators in university development consists of significant time spent off campus with alumni and various external stakeholders. Finally, the university development officer often has to serve as an informational generalist of information, meaning the officer needs to possess a superficial understanding of multiple subject matters within academia in order to connect potential donors with the financial need of academic leaders working on various projects.

It is general knowledge at higher education institutions that the workplace experienced by faculty members consists primarily of contact with students, fellow faculty, and potential government funders who have a business connection with one’s institution. This compares to the university development administrator’s primary constituents, who are private funders, often emotionally connected to the institution. A faculty member’s primary product is, in part, furthering the literature of their respective subject areas. Faculty members may have longer time horizons regarding the “product” they produce given the depth and breadth of their work often being highly specialized. Studies may occur over several years or even decades. Faculty members often spend their time with fellow faculty and with students in their respective areas of academic specialties. The faculty member often specializes in his or her subject matter as opposed to serving as a generalist like a development administrator might. In short, the workplace of the university faculty member varies greatly as compared to the workplace of the development administrator.

A Brief Review of Public University Funding Since 2000

State Funding of Public Institutions

Given the bleak forecasts in state funding, university development efforts and private philanthropy play obvious roles in public higher education's future. Speck (2010) points out that in addition to state appropriations for public higher education, there are three other common sources of funding: tuition and fees, grants (primarily for sponsored research), and fundraising for charitable gifts. While Speck identifies the benefits of private fundraising for public institutions, he also posits that there are possible limitations and implications for the academy as a whole. Private fundraising can "help span the gap by funding facilities and scholarships, and by furnishing undesignated gifts" (Speck, 2010, p. 10). Pressures on state funding, combined with political pressures to curb tuition hikes, as well as financial pressures on federally funded grants have created the perfect fiscal storm. Private fundraising serves as an antidote to this dire situation faced by universities and colleges today.

Disinvestment in public higher education is a trend four decades in the making. In 1980, public higher education institutions in the US received approximately one half of their revenue from state and local funding. By the year 2000, that percentage had dropped to approximately one-third (Courturier & Cunningham, 2006). During the years 2007 through 2010, only 12 of 50 states showed any increase in appropriations at all to public higher education (Fain, 2009). Many states continue to reduce funding for higher education, and it seems there is no reprieve on the horizon. While total enrollment in public higher education has increased substantially in recent years, funding per FTE enrolled student has not and has varied from state to state. Changes among the states varied from -50.7% funding to +30.7% funding (State Higher Education Executive Officers, 2012).

As the years 2007 through 2011 saw a rapid increase in enrollment and a worldwide economic downturn, funding per FTE during the same time period became an even greater challenge. To be exact, FTE enrollment grew 15.6% during the years 2007–2012. All 50 states have experienced increases in FTE enrollment, and total FTE enrollment has increased 34.2% since the year 2000 (State Higher Education Executive Officers, 2013). Only two of the 50 states saw an increase per FTE in constant dollar educational appropriations between the years 2007 to 2012 (see Figure 2). Even after adding revenue increases due to tuition, overall constant dollar educational revenue per FTE decreased overall by 8% on average between the years 2007 and 2012. Thirty-six of the 50 states experienced declines during this time.

The national average per FTE funding in 2012 was 23.1% lower than it was in 2007, thus a precipitous decrease in funding in five short years. In fact, from years 2011 to 2012 alone, FTE funding decreased by 9.1% (State Higher Education Executive Officers, 2013). Of the two states that did increase constant dollar per student support for public higher education institutions between the years 2007 and 2012, Illinois did so primarily to cover historical underfunding of pension programs. This only leaves North Dakota with increasing funding per FTE for the purposes of today's students, primarily due to new state revenues, which are a result of a thriving oil industry due to technological advances in fracking. These developments are occurring in the western part of the state (Kiley, 2013).

Tuition Funding of Public Institutions

The second major income stream for public higher education institutions is tuition. College tuition rose 27% between the years of 2008 and 2012 at public four-year institutions. Moreover, since the year 1980, tuition increases have outpaced inflation and median family incomes. The single most important driver of college tuition increases is declines in state

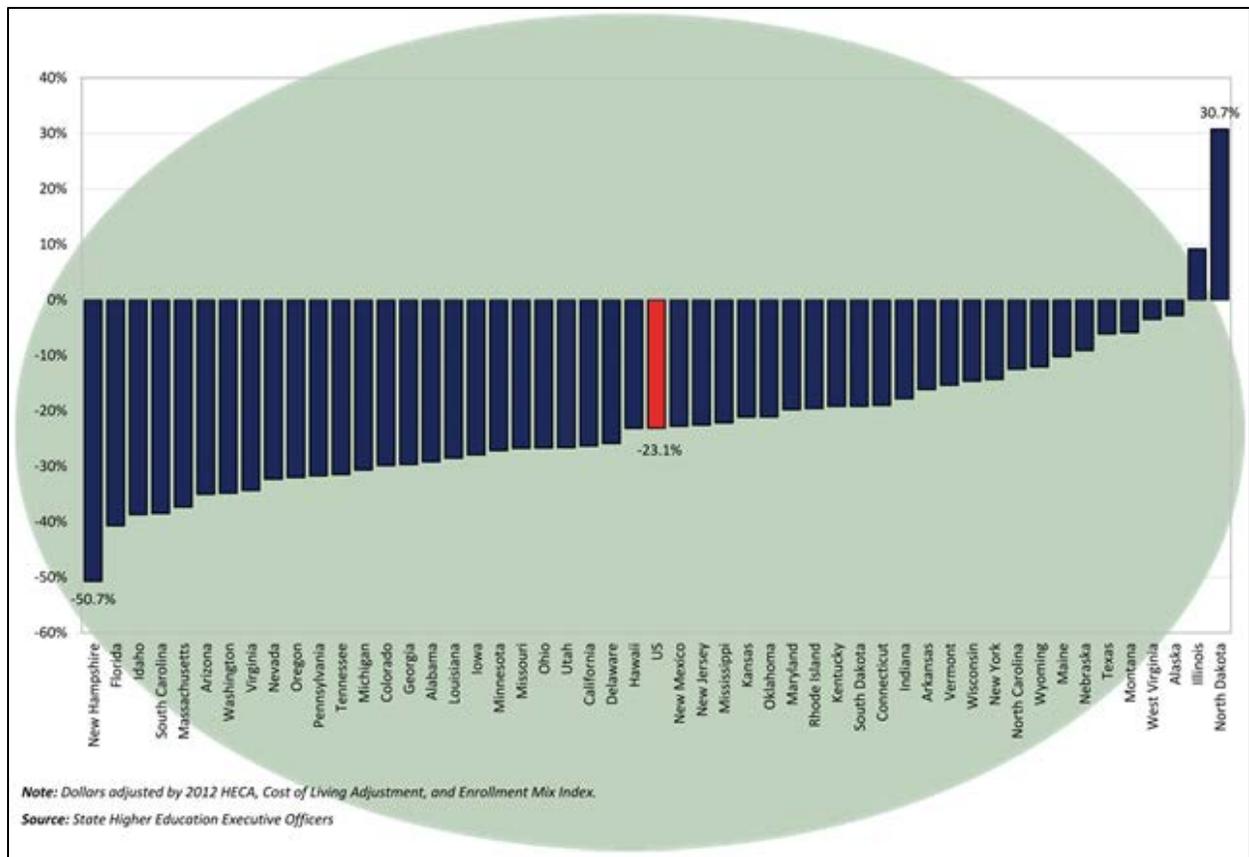


Figure 2: Change in constant dollar educational appropriations: 2007-2012.

appropriations to higher education institutions (Kirshstein & Kadamus, 2012). During the years 2009 through 2011, spending associated with academics fell between 1 and 2 percent, while spending on institutional support – administration included – declined as well (Kirshstein & Kadamus, 2012). In short, students are taking on the additional costs, as the overall costs shouldered by students are increasing.

In the year 2010, tuition revenues covered the largest portion of educational costs since 2000. While some critics blame tuition increases on an out of control “arms race” of increased amenities, only 15% of new spaces built has been devoted to student centers, recreational facilities, dining halls, and student life facilities. Comparatively, 50% of construction has been devoted to new academic space (Kirshstein & Kadamus, 2012). A final 25% of space has been allocated to residential needs of campuses. Thus, rising tuition is not the result of a “first-class amenities” mantra; rather, the increases are addressing more practical needs. Most “frills” have been covered with student fees – charges outside of tuition increases (Kirshstein & Kadamus, 2012).

Grant Funding of Public Institutions

The third major income stream for institutions is federal grant money. With uncertainty from one Congress to the next regarding federal grant funding, there are mixed concerns about the future of federal government monies in higher education (Troop, 2013). The effects of sequestration in 2013 are largely unmeasured heretofore, with Moody’s Investors Service issuing an unattractive report in January 2013 regarding the general outlook for higher education. Federal grant administrators at higher education institutions remain concerned about future funding and not being able to develop a long-term strategy due to uncertainty. John Nelson, managing director of the health care and higher education rating teams at Moody’s,

acknowledges that lack of funding has affected the outlook of both young researchers and older, experienced researchers regarding potentially being funded (Troop, 2013, p. 1). Universities have diverse revenue streams and draw upon sources such as tuition, room and board fees, and the like. Universities can draw upon private endowments as well – the result of university development efforts (Troop, 2013). Others predict that federal monies available via grants largely remain unaffected.

Sequestration cuts that occurred during the spring of 2013 have led to less student aid. Specifically, federal work study and supplemental educational opportunity grants have been affected. According to Secretary of Education Arne Duncan, over 33,000 work study awards would be eliminated and 71,000 fewer supplemental grants would be made. Also, college preparatory programs such as TRIO and Gear Up would be affected (Field, 2013). Already since 2001, federal workforce development programs have lost nearly \$500 million in funding, thus greatly affecting community colleges. These cuts have affected approximately two million workers and employers according to the National Skills Coalition (Field, 2013).

Sequestration led to unlikely partnerships, such as research universities joining forces with the defense industry to lobby against federal grant cuts to colleges and universities. Historically, colleges and defense contractors have competed over federal dollars. During the spring of 2013, they fought against slashes of a \$5.4 billion to the Department of Defense research and development budget according to the American Association for the Advancement of Science (Field, 2013). Administrators and professors are deciding what projects are to be eliminated due to the mandatory federal budget cuts that took effect March 1, 2013. For the National Institutes of Health's (NIH), \$1.6 billion in cuts occurred entering fiscal year 2014 (Troop, 2013). It is expected that this deterred some young scientists, and the cuts may even

affect a significant number of career paths as often faculty success is determined, in part, based upon the ability to attract federal grant dollars for one's institution of higher education. In essence, the NIH's budget has declined since 2003, with a brief reprieve due to the federal stimulus funds of 2009. Given the uncertainty in federal grant funding to higher education institutions, pressure to pursue other streams of revenues has increased, including university development efforts.

Private Donor Funding of Public Institutions

The fourth major income stream for institutions is private fundraising. Because higher education costs have increased steadily, many university presidents look for ways to help offset rising tuition costs. One pathway is to secure private sources from donors and award those sources in the form of scholarships to students. In terms of support in perpetuity, offices of development often strive to obtain endowed gifts that allow for expenditure from earnings and for foundations to keep the corpus of donated gifts intact (Speck, 2010).

The needs of institutions are numerous, including physical plant demands. It should be noted that private fundraising can greatly help expedite capital funding from states in terms of support for new facilities at state institutions. States often give preference to capital projects that have matching funds lined up from a private donor; and often, the naming rights of those facilities are granted to the donor. Whereas the naming of a building is typically calculated between 10 and 50% of the cost of construction, the naming of a school can be valued at twice the annual operating budget of said school (Speck, 2010).

To summarize the current workplace in which the development administrator works, one needs to account for the various pressures described previously: reduced public funding; increased tuition pressures on alumni – often a key source of an HEIs philanthropic support;

decreased or dwindling federal grant funding for HEIs; and increased expectations regarding the private funding by philanthropists for our public institutions. These factors regarding the higher education fundraising landscape in public higher education, coupled with factors unique to African American development administrators, lead to the need for a study that provides an original contribution that furthers the existing body of literature.

African Americans in Higher Education Philanthropy

The vast majority of research to this point regarding African Americans and higher education philanthropy has focused on the historical record, tepid involvement with mainstream organizations and utilized alternatives, a historic distrust of institutions, philanthropic capability, determining donor intent, and extant donor and volunteer involvement. To further the literature in this regard, research must be conducted on African American university development administrators.

In very general terms, African Americans have historically distrusted mainstream organizations, such as institutions of higher education (Gasman & Bowman, 2010). Further, African Americans' philanthropic relationships with higher education institutions are evolving over time, and in the case of predominantly White institutions, these relationships are relatively new. The majority of existing research focuses on the donor and volunteer perspective, as opposed to the human resource/staffing side of philanthropy at institutions of higher education.

The historical experience of African Americans has a profound influence on their philanthropy (Gasman, 2010). Collectively, their philanthropy tends to focus on community uplift. Religion and education are the main areas that African Americans support (Gasman & Bowman, 2011). United States society is becoming more racially diverse in nature and so are its institutions of learning, which are now graduating more diverse classes than ever in terms of

racial, gender, age, and national backgrounds. Civil-rights-oriented philanthropy gained momentum in the mid-1900s (Garrow, 1987). These efforts consisted of individual African Americans banding together to support civil rights leaders and often students at the nation's Black colleges. These early communal efforts have led to the emphasis on pooling or bringing together funds in an organized way, via family foundations and giving circles (Gasman, 2010). In fact, African Americans are more likely to place their money in family foundations as opposed to community foundations and banks that specialize in philanthropy products, given a historical distrust of banks (Gasman, 2010).

Historically, African Americans became involved in higher education philanthropy via umbrella organizations, such as the United Negro College Fund (UNCF). Once supported by elite Black organizations, supporters of the UNCF often are more likely to fund philanthropic efforts at higher education institutions, specifically Black colleges (Gasman, 2001). Early efforts of the UNCF, which was founded in April 1944, supported 27 member colleges, which enrolled approximately 14,000 students (Gasman, 2001). African American efforts primarily consisted of volunteerism (Copeland-Carson, 2005) and were often in response to an immediate need or crisis. These mutual aid groups developed into large organizations such as the National Urban League and UNCF (Gasman, 2007; Gasman & Sedgwick, 2005). As might be expected, Black churches as well as Black sororities and fraternities played a very important role in African American philanthropy and volunteerism early on and still do today (Gasman, 2005, 2011; Gasman & Dresner, 2009, 2011; Gasman, Louison, & Barnes, 2008).

Race, class, and gender diversity at U.S. higher education institutions began on a large scale during the 1960s. Ogren (2003) found that governmental and institutional financial aid and affirmative action policies explicitly promoted racial, class, and gender diversity for the first

time. Thus, despite the founding of the earliest American institutions nearly 400 years ago, and despite the founding of historically Black colleges and universities (HBCUs) and normal schools 150 years ago, only during the last 50 years have we seen any significant increased minority representation in the higher education enterprise – due to government intervention. As Levine and Associates (1989) point out, researchers are only beginning to examine and assess not only these government programs, but also the “implications of an increasingly diverse student body” (p. 391).

State normal schools played a key role in making higher education a reality for racial and ethnic minorities, albeit these educational opportunities often were segregated (Ogren, 2003). Some Southern states established institutions for African Americans and Native Americans alike. Minorities also were served at normal schools in the North. Multi-generational traditions of philanthropy have been non-existent at many public institutions of higher education, only taking route within the last 30 years, due in part to decreased public funding. In 1989, Levine et al. called for a movement, a recommitment to “serve the underserved.” Given the forecasted demographic changes of HEI students and alumni populations, the changing demographic landscape of the HEI student population that Levine described 26 years ago has become a reality in 2015.

Research reveals specific early foci and patterns that make African American philanthropy what it is today, including the establishment of self-help circles, community and church efforts organized to fight slavery in the southern US, and the significant establishment of formal aid societies, from the Underground Railroad to civil rights organizations (Gasman & Sedgwick, 2005). According to Duran (2001), mutual aid organizations worked diligently to abolish slavery. The efficacy of said organizations led to states’ bans on fraternal organizations

and mutual aid societies (Duran, 2001). From these historical roots, African Americans have become more integrated into the philanthropic boards and mechanisms omnipresent at universities of all classifications, yet they still remain underrepresented overall (Gasman & Bowman, 2011). College and university administration leaders tend to ignore minority students once they join the alumni ranks in terms of volunteer engagement and meaningful philanthropic solicitation (Gasman & Bowman, 2011).

Some research focuses on the fact that African Americans have increased access to wealth (Nielsen report, 2011). In 2009, African Americans had \$900 billion in buying power, and that number is expected to reach \$1.1 trillion by 2015 primarily due to better education and the rising numbers of African American women in the workforce (Nielsen Report, 2011). In fact, it has been found that if African Americans were a country, the collective buying power would rank as the 16th largest in the world when comparing buying power to gross domestic product (Nielsen Report, 2011).

There is an existing assumption on the part of many White fundraisers that African Americans do not contribute financially, i.e., they are not philanthropic (Gasman & Bowman, 2013). African Americans are statistically just as likely as Whites to make charitable gifts. Further, it has been found that they give a higher percentage of their discretionary income to charity (Duran, 2001). Clearly, this represents a significant market for public higher education institutions, especially when one considers that the increasingly diverse student bodies at institutions of higher education today comprise the alumni populations of tomorrow.

Building or rebuilding trust with African American alumni on the part of higher education institutions is necessary. While a foundation of trust might sound obvious, it has not always existed for African Americans who attended predominantly White institutions (PWIs).

Also, involving African American sororities and fraternities is absolutely essential in terms of creating long-term ties back to the higher education institutions themselves (Gasman & Bowman, 2013). This finding reinforces the community approach often taken by African American donors and volunteers. Additional research has focused on the giving pattern of African Americans in terms of incremental amounts and designations (Gasman & Anderson-Thompkins, 2003). Giving in small increments to mainstream organizations due to past injustices is not uncommon according to data provided by university development administrators at select higher education institutions (Gasman & Bowman, 2011). As the trust level increases with institutions, African American giving increases, thus typically leading to larger gift amounts from affluent African Americans (Carson, 1993; W.K. Kellogg Foundation, 2012).

Due to the ongoing evolution of African Americans' relationships with higher education institutions, education now ranks second highest target for philanthropic giving, after religion. Currently, 60% of philanthropic dollars from African Americans goes to churches (Gasman & Bowman, 2011). African Americans view education as a vehicle to advance in society. Concrete financial support, such as giving toward scholarships, tends to resonate with African American donors. This is perhaps due to the personable nature of the requested support, recalling the "reach back and pull someone up" theme often enunciated by Black alumni (Gasman & Anderson-Thompkins, 2003).

The National Center for Black Philanthropy has found that within African American communities, there are communal notions of giving. It is thought that the entire community benefits, not just the immediate recipients, when philanthropy occurs within these communities. Some research has revealed that these patterns derived from African Americans' collective lack of access to social services historically, combined with the fact that they have had much more

time and talent to offer than financial resources in many cases (Gasman & Bowman, 2013). Pettey (2001) suggests that early Black philanthropy is rooted within “homo communalis,” or the idea that we exist within a caring society. Others have suggested that African American philanthropy is difficult to quantify, given its insular and sometimes indirect form, such as support of family members in need of financial help with higher education-related expenses: “We also give in a lot of ways that researchers don't collect data on, like when we help cover tuition for a cousin or help to pay someone’s rent” (Fullwood, 2011, p. 2). Higher education institutions need philanthropy of varying types, including time volunteership, in addition to the obvious need for financial support, thus there is a role for many different types of supporters.

Some research regarding African American giving focuses on the designations of support. Emergency assistance, religion, and civil rights rate very highly, as do health-related issues (Copeland-Carson, 2005; Gasman & Bowman, 2011). The church plays a critical, multi-faceted role for generation after generation of African Americans (Gasman & Bowman, 2011; Holloman, Gasman & Anderson-Thompkins, 2003; Lincoln & Mamiya, 1990). For example, the church has provided social services much longer than the government has to the African American community (Lincoln & Mamiya, 1990).

Yet another area of research regarding African American giving focuses upon the best approaches to engage and solicit African American alumni at institutions of higher education. Research reveals that personalized, specific messaging regarding racial uplift, obligation, and impacting the next generation of African American students resonates greatly with African American alumni. Also, personalized messaging where the potential African American donor perceives a connection to the recipient has proven to be effective; while general, direct-mail pieces are not nearly as effective with this population (Gasman & Bowman, 2013). Finally,

researchers also discovered that involving clergy members with giving surrounding the Black community has tremendous efficacy for higher education institutions. Working with local churches to encourage African American giving can be fruitful as it allows institutions to connect with individuals who are already philanthropic. Clergy can explain to church members how higher education positively impacts African Americans and how support of higher education fits in with their faith (Gasman & Bowman, 2013).

Other existing research regarding African American donors indicates that the typical donor would prefer to give toward concrete causes as opposed to endowment campaigns (Gasman & Bowman, 2011). Giving circles and giving within social organizations are extremely successful with African Americans (Gasman & Anderson-Thompkins, 2003). Research shows that Black alumni who were close friends in college often lead to healthy competition among said alumni in terms of financial support for their *alma mater*.

Research regarding African Americans' involvement with philanthropy at institutions of public higher education from the donor and volunteer perspective has taken many forms, as noted above. From an analysis of a broad historical perspective, to historic developments in the involvement of African American philanthropists and volunteers via alternative organizations prior to direct contact with the HEIs themselves, research has contributed toward the literature. In terms of specialized literature, analysis concerning the philanthropic ability, interest level per designation or type of giving, and the ongoing role of the church has been examined. The perspective of the African American development administrators in this study worked toward balancing the literature via an exploratory, qualitative study. It was the goal of the researcher to identify themes worth further exploration for future researchers.

African American Faculty in Higher Education

Research has been conducted regarding African Americans in higher education in terms of their engagement, recruitment, and retention. However, research heretofore regarding factors that shape the work experiences and perceptions of African American higher education professionals in the workplace has focused primarily upon faculty ranks. Nevertheless, it is important to review what this research has revealed and consider its potential implications for the African American higher education administration landscape. Specifically, publications regarding the engagement, recruitment, retention, and advancement of faculty of color have been voluminous in nature over the past 30 to 35 years. Turner, Gonzalez, and Wood (2008) synthesized over 250 publications and developed an interpretive model based on extant emergent themes (p. 139). Much of the literature ties back the importance of recruiting minority faculty to what would be the benefit of student bodies, which are becoming increasingly diverse (Cook & Cordova, 2006; Cora-Bramble, 2006; Hagedorn, Chi, Cepeda, & McLain, 2007).

Workplace Factors: A Positive/Negative Theme Construct

Turner et al. (2008) identified several themes in the literature of the last 30-plus years that they described within departmental, institutional, and national contexts. Some positive workplace factors were strong professional networks, support from colleagues and allies, student diversity, and faculty research/teaching/professional development support programs. Additionally, a political understanding of the importance of sharing accomplishments and a supportive administration all contributed to the creation of a positive departmental and institutional work environment (Turner et al., 2008).

Some negative workplace factors included a lack of student and faculty diversity and being considered the “token” person of color. Also, a perceived lack of institutional effort to

recruit, hire, and retain faculty of color were among themes identified as negative factors. The review of literature by Turner et al. (2008) widely documents the negative effects of racism, classism, and sexism. These prevailing workplace factors have shaped the work experiences of African American faculty over the last 30 years.

Finally, Turner et al. (2008) developed recommendations for departmental, institutional, and national contexts based upon her research. Recommendations for the “departmental level” included the need to establish recruitment and retention plans and to diversify student body and faculty ranks. Also, the recommendation to provide opportunities for collegial networks was made at the conclusion of her study. Promoting mentoring programs, providing research support, and promoting strong leadership for diversity were recommendations for the “institutional level” of a model Turner developed. At the national level, providing connection to diverse communities was recommended (Turner et al., 2008). In short, there are several parallels in Turner’s work to the ERA model developed by Jackson.

Mentorship

Mentorship is identified as a prevalent theme in the reviewed literature over the past 30 years concerning African American faculty. “Faculty who were not successful in the tenure process often lacked mentorship to aid their incorporation into academia...,scholarship on successful faculty revealed that mentorship was a critical support to their professional success” (Turner et al., 2008, p. 148). The historical literature reveals themes that have been prevalent over the last 30 years. Specifically, faculty of color indicate that underrepresentation, segregation, and exclusion remain prevalent at higher education institutions (Turner et al., 2008). These concerns, along with “pipeline issues and persistent myths regarding recruitment and hiring contribute to a sustained lack of diversity in the professoriate” (Turner et al., 2008, p.

148). Further, Blackwell (1988) found that mentoring serves as intervention of sorts in terms of retaining faculty of color. Through mentoring one uses his or her own experiences and expertise to help guide the development of others. According to Blackwell (1998), “It is a close, interpersonal relationship ... the mentor offers encouragement and constructive criticism” (p. 429).

Dixon-Reeves (2003) demonstrated the power of mentoring, specifically how it could enhance opportunities for faculty of color and facilitate management through the ranks. Dixon-Reeves claimed that empirical data regarding the power of mentoring, especially where African American scholars are concerned, is scarce. Dixon-Reeves’ work built upon the classic definition of mentoring, with a five-fold typology of mentoring experiences considered: peer counselor, adviser, role model, sponsor, and coach. Her study found that the majority of African American graduate students who were recent doctorates in sociology were indeed exposed to some type of mentoring experience. In fact, 97% reported having a mentor. Further, 74% reported having more than one mentor. Of those with multiple mentors, it was found that different mentors provided different functionality for their mentees. This reflects some sophistication on the part of mentees, in that different mentors served different purposes. The number one classification from her study was that mentees identified their primary mentor as a “coach” (Dixon-Reeves, 2003).

Bi-Cultural Identity and Marginality

Alfred (2001) reiterates the theory of bi-cultural life structure and considers older theories such as “double-consciousness” or “twoness” introduced by Du Bois (1903) and marginality by Park (1928, 1950) among other expressed feelings such as alienation by minority faculty. Du Bois (1903) describes a unique or strange sensation that is the result of “looking at one’s self

through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity" (p. 9). He goes on to describe the idea of one being both an American and a Negro, with two souls, two thoughts, two unreconciled strivings, two warring ideals – all encapsulated in one body. Stonequist (1961) suggests that African Americans suffered from dual personality issues brought on by their marginal role of operating within a White society. Thus beyond Du Bois' early writings, Park and Stonequist – theorists also of a different era – posit that "the Black person is thrown into a marginal status, and that it is the advanced and educated Blacks who suffer most acutely from problems of marginality" (Alfred, 2001). Some African Americans who matriculate into higher education administration fit this description due to their advanced-degree-holder status. Yet Alfred's findings refuted the negative conceptualization of marginality put forth by scholars earlier. While Alfred's (2001) study focuses only on Black females in academia, she posits that one of her most illuminating findings was "the manner in which the participants empower themselves through positive self-definition to resist compressive forces and stereotypical images in the dominant culture" (p. 5). Alfred (2001) tells us that the participants' positive self-definition was manifested through the following concepts: creative marginality, cultural identity, safe space, and rejection of external definitions (p. 5).

In terms of creative marginality, Alfred found that participants perceived themselves as active participants within both cultures, as opposed to being "on the margin" as described in the popular conceptualization of the theory. This "ownership," described as creative marginality, is interesting in that ownership is "taken away" by participants, which is a recurring theme in the points developed by Alfred.

A Rejection of “Negativism”; Taking Ownership

Also, while the theme of “tokenism” still persists within some sectors, the participants in Alfred's study again reject this possibility and take the reins of control. One participant’s “refusal to allow others’ perception of her place within her collegial group to influence her self-definition is a classic example of the women’s refusal to be objectified as subordinate others” (Alfred, 2001, p. 8). In conclusion, Alfred posits that her study “refuses the negative conceptualization of marginality” and puts forth that social science theory “must constantly be tested with data from the real world and revised to make it more consistent with social realities” (Alfred, 2001, p. 9).

Yet despite Alfred’s findings (2001), a plethora of research has revealed that ethnic and racial minority group members continue to experience severe marginalization on campus (Aguirre, Hernandez, & Martinez 1994; Boyce, 1993; Johnsrud & Sadao, 1998). Every day interactions, such as social and professional exchanges, make some minority faculty feel unwelcome, unappreciated, and unwanted. Other themes experienced by underrepresented faculty include feelings of pressure to prove continually that their academic positions are deserved. According to Alfred (2001), minority faculty members whose work tends to focus on ethnic issues and related matters expressed concerns that their academic work is devalued and dismissed by some colleagues.

Incorporation

Turner (2003) puts forth the notion that there are pros and cons to both incorporation and marginalization of underrepresented groups in the academy. Turner posits that recruitment, retention, and development of faculty of color in the academic workplace need to be revisited in light of national level legal challenges. Alex-Assensoh’s (2003) work focuses specifically on the

incorporation of faculty of color at predominantly White colleges and universities. Alex-Assensoh found that a very low percentage of faculty members hailed from racial and ethnic minority groups. According to Drezner (2013), this finding is synonymous with the finding from the Association of Fundraising Professionals, which estimated that only 10% of its membership hailed from an ethnic minority group. However, it also was found that minority faculty members were more likely to be heavily represented among the lower ranks, such as lecturers and assistant professors (Drezner, 2013, p. 5).

Alex-Assensoh (2013) envisions incorporation as a process of power-sharing and institutional change. Originally used to assess the tangible and substantive effect of racial and ethnic diversity within political structures, incorporation has its roots in efforts meant to bring about change. Within the academy, incorporation's function is to provide a voice to previously excluded members of marginalized groups. The hope is to have a positive influence and effect as institutions, primarily the predominantly White institutions, work toward institutional change and inclusion (Alex-Assensoh, 2013).

Expectation of Diversity Interest and Action

Aguirre (2000) puts forth findings that are critical of the academy, stating that while women and minority faculty are expected to assume and perform institutional roles that allow higher education institutions to pursue diversity on campus, the reward system does not match this desire, specifically in the form of the awarding of tenure. She also claims that women and minority faculty members often feel alienated in the academic workplace, particularly because they often are ascribed a role on the periphery (Aguirre, 2000).

Workplace Discrimination

Carr, Palepu, Caswell, and Inui (2007) found that minority faculty members in academic medicine encountered a myriad of discriminatory experiences. These experiences led minority faculty members toward striking a defensive posture, overly focusing on the need to appear self-reliant and the need to repeatedly prove themselves to others. Further, faculty members were hypersensitive toward the need to develop strong support networks and the need to acquire a wide range of academic skills (Carr et al., 2007). The purpose of Carr's work was to lend a voice to lived experiences by minority faculty members, specifically those who had encountered racial and/or ethnic discrimination during the course of their academic careers. The findings have implications for addressing discriminatory practices within the academic setting and "have major implications for effective policies for retaining minority members in academic medicine" (Carr et al., 2007, p. 607). These same themes set forth regarding African American faculty members may resonate with African American development professionals (Carr et al., 2007).

Networking and Training

Finally, a number of findings addressing the importance of nurturing the minority member support groups, promoting effective networking, and tracking minority students into academic careers were shown to be effective. Also, effective diversity training led by senior leadership was shown to have positive effects. In other words, if senior leadership thought that the subject was important, it was more widely accepted among majority faculty members who initially may have been skeptical or otherwise not interested in sensitivity training (Carr et al., 2007).

Administrative Involvement

Existing research has revealed that African American faculty are less involved in research activities; however, more are involved in administrative activities on their individual campuses (Jackson & Daniels, 2007). Jackson and Daniels (2007) also found that African American women held administrative positions at a higher rate than African American men. Also, African Americans in both the administrative sectors of academic affairs and student affairs had attained higher degrees/credentials than their White counterparts. African Americans in both academic affairs and student affairs tended to be overrepresented at two-year institutions and underrepresented at four-year institutions. This finding should be explored further, as two-year institutions are also more likely to have a higher portion of minority students among their ranks than four-year institutions (Jackson & Daniels, 2007). While Jackson and Daniels' study is informative, it focused on academic and student affairs divisions and did not include data from advancement divisions, where development officer positions exist within a university's structure.

African American Public Administrators

Green (1988), in *Leaders for a New Era*, attempted to address the problems and challenges of recruiting, training, and developing leaders for HEIs. Further, Green (1988) asserts that during the period of rapid HEI expansion in the mid-1960s to mid-1970s, increased specialization of administrative jobs developed and "a managerial class was born" (p.88). She asserts that when the federal government pressed for increased diversity, at the time primarily focused upon the acceleration and inclusion of African Americans and women, the HEIs took a path of least resistance – the result being increasing opportunities for White women (Green, 1988). Nieto and Bode (2008) found that minority students in a case study that they conducted

commented on teachers who made a difference in their academic careers, highlighting that often, teachers were from the same racial and ethnic background as themselves.

Historically motivated by clergy, the element of trust appears as a precursor to involvement in philanthropy for many African Americans. Personal engagement, giving back, and uplifting the race are key themes to understand when examining Black giving (Gasman, 2001). Little research has been conducted regarding the involvement of African Americans on the “staffing” side of university development work. Tindall (2008) has conducted research regarding development officers working at HBCUs, the majority of whom are African Americans. Her research touched upon work roles of the officers, education and professional training undergone, officer observations, explanations, and rationale regarding alumni behavior. Tindall also gauged opinions regarding involvement level of the HBCU president in philanthropy, as well as officer concerns regarding fiscal matters. Thus, her work focuses on African Americans at HBCUs performing university development work, possibly limiting the applicability of her conclusions. Tindall’s (2008) findings centered around five main themes: roles played by the development officers; education and training of the officers; observations, explanations, and rationale regarding alumni behavior; presidential involvement in development; and finally, concerns over fiscal matters that eventually impact institutional fundraising.

While Tindall’s findings were informative toward the field of development, the findings did not explore the experiences of being an African American administrator specifically, although these participants worked for HBCUs and were overwhelmingly African American. Tindall’s work focused on the mechanics of the development officer function, thus serving a valuable purpose. Because her study focused exclusively on HBCUs, her work did not explore the “lived experience” of African American development officers at predominantly White

institutions, thus participants did not inform her study in terms of issues pertaining to the engagement, recruitment, retention, and advancement of themselves as university development officers.

Nelson Bowman III (2010) of Prairie View A&M University – also an HBCU – found that many young African Americans rarely matriculate into the field of university development because of limited exposure to the administrative specialty itself. It is not viewed as a viable option and is viewed as “a field dominated by older White men” (p. 1). Some African American students question university development’s validity as a serious career choice and assume that working for a nonprofit means a small salary. Finally, some students assume that the university advancement profession itself is not diverse in terms of expected tasks, in that it is perceived as only asking for money. A glaring misconception that Bowman found in an American Humanics program – coursework focused upon the study of human nature that he personally taught – is that some African Americans have questions surrounding the ethics of nonprofits hiring individuals to solicit funds. It is not clear if the expectation is for individuals to be unpaid volunteers only, reflecting existing, traditional patterns present in African American church efforts, family reunions, Black fraternal organizations, and other causes (Bowman, 2010).

Wagner and Ryan’s (2004) work examines the issue of underrepresentation in the national level organizations, citing an 8% minority membership in the 26,000-member Association of Fundraising Professionals as of 2003. This number has only increased to 10% as of 2013 (Flandez, 2013). Certainly, there are cultural patterns of volunteership and philanthropy within the minority community, yet the involvement within HEIs is still being developed and defined.

Some research has indicated that nonprofits are more likely to be successful raising monies from diverse populations by employing a diverse workforce charged with this task. For example, Tokumura (2001) posits in a monograph about the role of ethnicity and culture in fundraising within diverse communities that the reason a fundraising staff should be diversified is because of the different fundraising mores, norms, and beliefs present within diverse communities. Having a diverse staff increases the likelihood of a good knowledge base regarding the norms, values, and beliefs of an increasingly diverse prospect pool. In short, Tokumura argues that donor research must include the “cultural collateral” of prospective philanthropists. She adeptly states, “fundraising professionals eagerly face growing opportunities to involve diverse constituencies in the support of their organizations,” and insists that when one shares a similar background as the prospective donor – whether it be ethnic, religious, or otherwise – then one has an advantage regarding communication, nuances in behavior, and possibly effectiveness with the prospective donor as well (Tokumura, 2001, p. 16). The advice imparted in Tokumura’s writings stresses the goal of maximizing an institution’s fundraising success by correctly utilizing ethnically diverse staff members for maximum results. The underlying concept is that the minority fundraiser potentially has more clout with prospective donors of similar backgrounds. This in turn might increase the possibility that these potential donors become involved as volunteers and as financial contributors.

LEAD is a program designed to recruit and attract top minority business school candidates into Fortune 500 companies. When reflecting upon a portion of the LEAD program’s role, one participant mentioned “we need to understand what our consumers are wanting today and tomorrow. And the best way to do that is to have representatives from those communities as part of your workforce” (Siegel, 2008, p. 525). Not unlike this individual business person’s

perspective, the “similarity attraction paradigm” (Byrne, 1971; 1997) posits a similar perspective in that by employing African Americans within university development divisions – among other diverse individuals – universities gain a perspective of what their alumni (consumers) want and need in order to become more engaged, both in terms of giving financial resources (personal philanthropy) and human resources (volunteer time).

Byrne (1997) states that in the early stages of a paradigm, ideas for research originate in a variety of unexpected sources, including personal experiences and concerns. Byrne’s attraction research is rooted in Newcomb’s (1956) work. Byrne (1997) concluded that attraction between persons is a function of the extent to which reciprocal rewards are present in the interaction and led to investigations about the effect of attitude similarity on attraction. Newcomb’s work led Byrne to the conclusion that attitude similarity must involve reinforcement, which guided his experiments for much of the remainder of his academic career. The similarity attraction paradigm concludes that people like and are attracted to others who are similar to themselves, rather than dissimilar. Berscheid and Walster (1971), and Byrne (1971) concluded that, in general, people are most attracted to others who share similar attitudes on matters of importance. Of note, other possible reasons cited as to why people prefer others who are similar include the theory that knowledge of similar attitudes may help predict the future behaviors of others.

The value of having African American development officers as part of a team designed to attract financial resources from individuals with varied backgrounds should be considered. The prevailing thought that similar attitudes and life experiences might be present with certain potential donors is part of the equation of building a development team. A deeper understanding of this subject is necessary so that fundraising revenues are maximized from the increasingly diverse alumni populations during the coming decades described by Levine and associates some

26 years ago. Levine (1989) provides specific recommendations to HEI policy makers, faculty, and administrators who need to meet the needs and expectations of an increasingly diverse student body; while Byrne (1971, 1997) provides the theory that exemplifies the value in having an increasingly diverse group of development officers at institutions of higher education.

An Identified Need: An Analysis of African American University Development Administrators

Increasingly, workforces throughout the world are becoming more diverse (Gordon & Whitchurch, 2007). At an international conference, titled “Trend in the Management of Human Resources in Higher Education” organized by the Organisation for Economic Co-operation and Development (OECD) Programme on Institutional Management in Higher Education held in Paris in August 2005, one of the primary challenges identified was that of “recruitment and retention” (Gordon & Whitchurch, 2007). Further, general conclusions reached from the international conference included the need for HEIs to prepare themselves for an increasingly diverse workforce, become actively involved with strategic partnerships with enterprise, and strengthen national research bases. The consensus was that these improvements occur in order to respond to the increasing demands of government in the area of mass higher education (Gordon & Whitchurch, 2007).

Diversity issues are actively written about within a number of areas within higher education (Casado & Dereshiwsky, 2007; Jackson, 2004). The concept of diversity and its impact on curriculum has even become a topic of research (Casado & Dereshiwsky, 2007). Casado specifically looked at the hospitality industry, with special attention to tourism-related companies and organizations. Clearly, this is a field where diverse workforce issues must be addressed proactively given the globalized nature of companies that work within this arena

(Casado & Dereshiwsky, 2007). Universities are no different in that many U.S. based HEIs are increasing their internationalization efforts. Further, as HEIs increasingly apply a business model to operations, it could be argued that attention should be given to best practices for universities to attract diverse administrators, not unlike efforts made in the business world. According to Wishna (2000), companies began paying attention to diverse workforce issues when demographers began to calculate that the U.S. would become a majority minority country by the year 2050. Since then, projections have been moved forward in time, to 2042 (Roberts, 2008). New immigration patterns and birth trends among minorities and Whites were part of the formula used to create these projections.

Examining “pipeline” efforts becomes important when one considers the recruitment and retention element and the near absence of African Americans within university development. The nature of the qualitative, empirical research herein does not attempt to prove or disprove the design or functionality of Jackson’s (2004) framework. Rather, it explores the experiences of African Americans who work within the field of university development using Jackson’s framework as a guide to inform inquiry. In the spirit of Alfred’s (2001) assertion, which posits that social science theory must be occasionally examined with examples from the “real world,” Jackson’s ERA model loosely serves to foster inquiry pertaining to the “lived experiences” of participants.

“The Engagement, Retention, and Advancement Model for African Americans in the Higher Education Administrative Workforce” (Jackson, 2004)

An examination of the Jackson model reveals four key phases: pre-engagement, engagement, advancement, and outcomes (Cleveland, 2004, p. 215). The phases are presented as a continuum (see Figure 1). Elements of the pre-engagement phase are: recruitment, orientation

program, and incentive packages. The following phase of engagement consists of: empowering administrators, providing leadership opportunities, mentoring, and offering in-service professional development. The third phase of the model is the advancement phase, which consists of: offering professional release time, providing professional development funds, and going beyond the “diversity experience.” The fourth and final phase of the model concerns outcomes, which consists of both actively retaining employees and creating career advancement opportunities (Cleveland, 2004, p. 215). All phases are detailed later in this section.

Two additional concepts accompany these phases, which include establishing relationships with the surrounding African American community and participating in local community organizations, businesses, and industries. Jackson stresses that a sense of connection between African American administrator and community assists with developing rapport between the African American community and his or her higher education institution (Cleveland, 2004). Of particular interest to this study and related to Jackson’s ERA model, Turner et al. (2008) found for faculty of color that involvement in the academic community, as well as their participation in the local Black cultural community, made faculty members key actors in both arenas. Therefore, Turner’s work with faculty parallels this similar idea that is prevalent within Jackson’s ERA model.

In examining the first phase, pre-engagement, participants in this study were asked to reflect upon issues regarding practices that they endured when being recruited into the profession. Variance is expected regarding pre-engagement practices that participants would have experienced at their various institutions. A second component of pre-engagement is the establishment of an orientation program. The African American development officers in this study were asked to reflect upon any such orientation programs that they underwent during

various stages of their career. The third component of pre-engagement is providing a competitive incentives package. Jackson states that this is a crucial element of pre-engagement, and that African American administrators and the relationship that they have with institutions are often shaped during the negotiation process (Cleveland, 2004, p. 216). Because of the competitive nature of recruiting and retaining talented African American university development officers, this portion of the data collection proves invaluable to the study.

The engagement portion of Jackson's ERA model begins when the university development officer assumes the official responsibilities of his or her position (Cleveland, 2004, p. 216). During this time, the African American development officer becomes engaged with his or her campus community and strives to understand assigned roles and responsibilities regarding their positions. Also, the administrator engages the community at this time and becomes an active member. According to Jackson's model, "empowerment" of the administrator is the first key component of engagement. This is the portion of the phase in which the administrator assumes power and authority and gives direction and leadership to his or her specific university development unit. Because this portion of the phase represents a gesture on the institution's part to instill confidence in the African American administrator, participants were asked questions related to their experiences with serving and managers and leaders within their field, for example.

The next component of engagement is "leadership opportunities" (Cleveland, 2004, p. 217). Jackson states that a potential appeal during this important component is the prospect of African American administrators more fully engaging in a range of leadership opportunities at their respective institutions. It is believed that such opportunities groom the African American administrator with respect to job advancement within his or her institution. Jackson cautions that

this particular component should move forward at an appropriate pace given that this phase is a time when the administrator is still becoming familiar with his or her institution (Cleveland, 2004, p. 217).

The following component of engagement is “mentoring.” Formalized mentoring programs are a signal that institutions are providing critical opportunities for the professional development and successful retention of their African American administrators (Cleveland, 2004). Jackson’s model, again a result of two Delphi studies, dictates that at the appropriate time, African American administrators should be partnered with one or more seasoned administrators for further guidance and career advice (Cleveland, 2004, p. 217). Both formal and informal mentors can provide important knowledge regarding the politics of the institution, as well as salient information regarding campus culture and other important pieces of information for the African American higher education administrator. Turner et al.’s (2008) work examining literature of national importance revealed that mentorship was a prevalent theme regarding the African American faculty workplace (p. 148).

The final component of the engagement phase is “in-service professional development.” This type of professional development could prove helpful when the African American administrator strives to supplement his or her skills with specific content salient to his or her position. For such professional development to be useful, it should be aligned with the administrator’s position and it should be developed specifically for African Americans (Cleveland, 2004, p. 217).

Jackson’s next phase, known as “advancement,” is extremely important for both retaining and providing career growth for African American higher education administrators. This particular phase is comprised of three components: professional release time, professional

development funds, and beyond-diversity experience, (Cleveland, 2004, p. 215). When appropriate advancement opportunities are available to African American administrators at his or her institution, this minimizes the need to change positions, which often leads to a change in employers. Loss of quality employees is costly for higher education institutions in real economic terms.

Regarding the component of professional release time, Jackson argues that this can come in two forms. The first is release time for the African American administrator to pursue further research and professional development activities, for example, mini sabbaticals (Cleveland, 2004, p. 218). The second portion of the advancement phase that Jackson proposes is that African American administrators might benefit from monthly release time given as a substitute for the additional hours worked with underrepresented student populations. He posits that these types of time adjustments would further encourage administrators to connect with African American students, for example, in the area of advising (Cleveland, 2004, p. 218). This suggestion by default acknowledges the power of “homophily”; that is, individuals tend to attract and/or mentor individuals who are like themselves. Byrne (1971; 1997) might argue that this is an example of the similarity attraction paradigm in action in that perhaps mentors/mentees share similar personality characteristics. Also, perhaps the reward within the exchange is perceived to be mutually beneficial. Perhaps more importantly for the sake of this research project, it is synonymous with the findings of Aguirre (2000), which found misalignment between reward systems and expectations of African American faculty. Jackson’s model explores this same conundrum in the reward system as it currently exists within the academy by championing professional release time as part of the advancement phase of the model given that

African American faculty are disproportionately expected to serve underrepresented student populations.

Providing for the needed development funding is the second component of advancement according to Jackson. He puts forth that African American administrators should be supported by their institutions and encouraged to pursue professional development opportunities (Cleveland, 2004, p. 218). Involvement with national-level organizations and attending appropriate conferences and meetings are provided as examples of ideal professional development being provided to African American administrators. These skill development and enhancements to one's career comprise the advancement portion of the ERA model according to Jackson.

The final component of advancement according to Jackson is affording the African American administrator the opportunity to move beyond diversity-related experiences. Because younger professionals are often assigned a portion of their work to be devoted to diversity-related issues, only segments of operations may be viewed. When the administrator has the opportunity to move beyond diversity experiences, however, a better understanding of operations of an entire campus may be achieved (Cleveland, 2004, p. 218).

The next phase, "outcomes" of Jackson's (2004) ERA model has two components: retention and career advancement (p. 215; see Figure 1). Retention in this context means exactly that: maintaining African American administrators at the same rate or greater than the retention of their White counterparts at PWIs. When Jackson refers to career advancement in this context, he states that it "entails the promotion within or outside the home institution, with the ultimate goal of retention in the field of administration" (Cleveland, 2004, p. 218).

Jackson's model is predicated upon the fact that African American administrators are more likely to stay and grow within higher education administration structures when elements of engagement, retention, and advancement are at work. Jackson also puts forth a figure worth reviewing: the "three-legged stool" approach to diversity. This approach focuses on the importance of not only students and faculty efforts with African Americans, but also the efforts of administrators. Jackson's figure stresses the interplay between these three higher education roles and adeptly points out the power of the administrator, emphasizing that the administrator is often involved in policy development and implementation. This implementation can play a vital part in shaping the representation of the other two groups: faculty and students. Jackson's research puts forth that not only should engagement, retention, and advancement for African American administrators be included in institutional efforts, but they should also be offered as a test of institutional diversity. Jackson posits that having the appropriate number of African American administrators in key decision-making positions may be an indicator of an institution's commitment to diversity (Cleveland, 2004, p. 219).

Jackson posits that the strongest test of whether or not the ERA model "constitutes a valid depiction of engagement, retention, and advancement for African American administrators and its effects" is whether or not new insight is gained beyond what has been gathered thus far by the use of other theories and analytical frameworks (Cleveland, 2004, p. 220). Utilizing this framework to help generate an interview protocol for this particular study is an example of attempting to move the research concerning higher education African American administrators forward, and an example of the framework's service to establishing inquiry. As mentioned, the more specific focus of the research program is African American administrators who work within the field of university development.

Research is therefore needed in terms of minority participation in higher education institutional fundraising efforts from the staffing perspective so that university development can continue to serve its mission for tomorrow's HEIs. Analysis garnered via narrative research regarding personal characteristics, perceived barriers to entry, socioeconomic backgrounds, and opinions as well as perceptions regarding fundraising as a viable career choice illuminate why select African Americans participate in the university development profession. This research is important given that affirmative action, diversification measures, and other recruiting efforts heretofore within the field of university development have failed to yield intended results.

CHAPTER 3: METHODOLOGY AND CONCEPTUAL FRAMEWORK

This chapter identifies the research methodology used in this project as that of the narrative research tradition. I identified themes and categories of data during a series of qualitative interviews conducted with participants, while also co-discovering epiphanies and key events with the participants. In order to achieve effective participant involvement, the methods suggested by Denzin (2001) were considered. He suggests identifying the “subject,” or participant, within a group being studied, then identifying the act or event that structures the participant’s life, in this case, one’s career experiences as an African American development officer. This was effectively captured by obtaining a personal experience story, or self-story, then interpreting the “basic features of the narrative” (Denzin, 2001, p. 67). Finally, as researcher, I related my interpretations gained from interviews “back to the life in question,” as related to one’s career, after a series of open-ended questions asked during one-on-one interviews. In order to best present the findings that this narrative research produced, consistent findings expressed by the majority of participants were organized and presented thematically for the benefit of the reader.

Multiple efforts were made to achieve trustworthiness, address concerns of validity, and address positionality, as outlined at the conclusion of this chapter. Efforts included a disclosure that I was performing cross-racial research that could have professional and career applications. Also, a chain of evidence was established using multiple sources of evidence obtained in personal interviews. The gathering of data from different participants occurred and themes emerged, establishing some level of consistency in pattern of response. Further, I positioned myself by attending CASE/AADO conferences in years 2013, 2014, and 2015, thereby becoming familiar with the recurring issues raised by African American development professionals and

meeting many well-placed African American development administrators, primarily in the Southeastern US, but some from other areas of the country as well. Desirable participant criteria were established and a theoretical framework was selected, which closely matched the needs of this study given its focus on African American higher education administrators specifically. Qualitative research attempts to present an all-inclusive picture of problems that are often complex in nature (Hatch, 2002; Marshall & Rossman, 2010). My attendance at three consecutive years of AADO/CASE conferences in Atlanta (June 2013, May 2014, April 2015) represents an effort to embed myself in the relatively small community of African American development administrators who work at a leadership level at non-HBCUs.

As mentioned, certain themes, epiphanies, turning points in one's career path, and major occurrences that relate to one's career path were garnered and are shared in this study. Participants were then informed of themes that emerged, which were captured during one-on-one conversations with me through narrative research. These member checks ensured reliability of the research, especially since participants were granted the opportunity to expound upon themes identified by me, beyond what I might identify as a Caucasian researcher focused upon the career experiences of select African American development officers. By effectively participating in the research, participants became eligible to co-publish the research and future publications that may be derived from this research should interest develop.

Further, by adopting an interpretive interactionists' perspective as researcher, I followed the advice provided by Denzin (2001):

Interpretive interactionists attempt to live their way into the lives of those they investigate. Such researchers attempt to see the world and its problems as they are seen by the people who live inside particular lives. As a strategy, this method

throws the researcher directly into the social world under investigation. It requires that the researcher make careful records, in field notes, of the problematic and routine features of that world (p. 65).

Denzin goes on to describe that a researcher should attempt to share in the subjects' world and to participate in activities that comprise the participants' world, attempting to see that world as the subjects do. It must be noted that an element key to successful narrative research as posited by Douglas (1985) stresses the importance of "give and take" during the interview process, effectively making interviews more of a conversation. If, as researcher, I only ask questions and do not share as appropriate, the trust factor between interviewer/interviewee might be eroded. A side effect of effective interviewing achieved during the narrative research process is that both participant and researcher ultimately achieve a greater self-understanding (Denzin, 2001, p. 66).

Narrative research, as the chosen research design, also included an aspirational list of desirable participant criteria, including the participants' professional backgrounds. A rationale for the sample selection, limitations and disclosures of the study, and data collection procedures also are covered. A brief context of the study is provided, as well as a brief review of the selected conceptual framework – more thoroughly covered in Chapter 2. Efforts to achieve trustworthiness, such as addressing validity concerns, reliability factors, positionality issues, disclosures regarding the researcher, and assumptions are addressed as well.

Creswell (2013) defines qualitative research as beginning with assumptions, followed by the use of interpretive or theoretical frameworks that inform the study of research problems. Qualitative research addresses the meaning that individuals or groups assign to social or human problems. To study these problems, qualitative researchers utilize an emerging approach to inquiry. They collect data in a natural setting, with sensitivity to the people and places that they

are studying. Finally, qualitative researchers perform data analysis that is both inductive and deductive, and search for established patterns or themes (Creswell, 2013).

Specifically, narrative research as described by Creswell (2013) was the qualitative research tradition utilized with participants in this study. In the personal interviews, an examination of career paths, volunteer experiences, and professional training opportunities of selected participants was co-explored by researcher and participant. In order to obtain substantive data from participants, anonymity was achieved by using pseudonyms for participant names and institutions served. Underrepresentation of African Americans within university administrative work is a concern for future researchers to address. The size and scope of the social or human problem of underrepresentation cannot be captured via quantitative statistic work alone. Creswell concludes the definition of qualitative research by reminding us that research should include the voices of participants, the positionality of the researcher, and a complex description and interpretation of the problem. One's work also should contribute to the literature, or if framed more boldly, make a call for change (Creswell, 2013).

Field notes, while private in nature, helped further my understanding of this research topic. I took notes on November 20, 2014, based on a conversation with Jackson, the developer of the conceptual framework that serves as a reference during data analysis of this research project. My participation for three consecutive years in the annual African American Development Officers Network conference co-sponsored by CASE also helped inform the study, given that the study's participants are affiliated with this group. Finally, qualitative research data collection focuses on participants' perspectives, their meanings, and their multiple subjective views (Hatch, 2002; LeCompte & Schensul, 1999). Qualitative research strives to present a

holistic, complex picture of the problem under investigation (Hatch, 2002; Marshall & Rossman, 2010). Personal interviews were the primary source of data in this work.

Research Design

The method used in this research project is narrative research (Creswell, 2013). Participants are likely to have varied career circumstances from one employer to another when recalling different time periods in their careers. This study examines the lived experiences of African American administrators who work within university development at a public higher education institution.

In order to establish commonalities and differences in terms of lived experiences, I focused upon personal interviews as a guide of inquiry. Research participants are actively employed African American university development administrators with 10 or more years of experience in the field. Participants hold, or have held, an administrative level position at a four-year institution and agreed to participate in the study. All served in a professional-level position based on titles held and type of work accomplished during their careers. Also, some participants have held more than one position and/or served at more than one institution. Therefore, the breadth of data they provided proved more robust than those either new to the field or those whose career experience is from only one institution. Some are active members of organizations concerned with issues regarding African Americans who work in the university development field. The African American Development Officers Network was the targeted group for this research project, and its leaders expressed interest in my project directly to me during annual conferences – in both 2013 and 2014.

Context of the Study

African Americans comprise 4% of the university development administrator workforce, using the membership in the Association of Fundraising Professionals as a barometer, yet they make up 12% of the U.S. population. While many areas regarding the higher education workforce's underrepresentation challenges are well documented, the published work regarding this underrepresentation issue in university development is scant. Statistics like these, combined with the fact that today's higher education student body is classified as 36% ethnic minorities, led me to consider the future of the field. The similarity-attraction paradigm as defined by Byrne (1971, 1997) suggests that it might be prudent for development offices to diversify the ranks of their development administrators in order to relate to an increasingly diverse potential donor base. The shortage of African Americans in the field leads to the need for research regarding the "lived career experiences" of those who are active within the field of university development, with the notion that identified themes might inform human resource practice in the future.

Profile of Ideal Participants

The following criteria were sought when selecting participants for the study:

- Participants self-identified as African Americans and currently work, or have worked, within a public, four-year higher education institution.
- Each participant had at least 10 years of experience in the university development/administration sector.
- Each participant had been with his or her current – or in the case of one participant, immediate past – employer for at least two years, which ensured that participants could properly reflect upon the policies and procedures in place at his or her current

home institutions. The participant who had just transitioned to a new employer reflected on the prior employer.

- Participants worked at two or more institutions, so that their “lived experiences” provided variance of background/ experience.
- A concerted effort was made to select participants who hailed from campuses that reflect geographic diversity. For example, some of the participants work at institutions located in urban areas, and other participants work at institutions located in suburban and rural areas.
- The majority of participants worked at predominantly White institutions. This decision was made because the Jackson conceptual model was originally designed for African Americans who work within predominantly White institutions; however, later versions of the model do not include this stipulation. In this vein, this study differs from Tindall’s exploratory study of development officers employed at HBCUs only (Tindall, 2008).
- Finally, it is important to note that while participants might currently work at institutions classified one way, his or her lived experiences obviously included data from institutions that may be classified differently based upon individual work histories.

Limitations and Disclosures of the Study

One limitation of the study is that I am a Caucasian researcher performing the research. Despite all efforts to establish rapport with participants, this potential limitation must be disclosed and was a challenge during the course of the research. I, as researcher, as well as participants in the study, bring personal biases, pre-conceived notions regarding the research

topic, and biases about the research methodology being used. Also, as a vice president for advancement, an important disclosure to make was that the research performed has likely informed my professional life. Information garnered from this study may be applied to my future efforts as a vice president to attract, recruit, advance, and retain ethnically diverse professionals in the field at my specific institution. Therefore, a professional stake in this research could be construed. This study only focuses on African Americans (one racial group) who work in university development (one of many departments within university advancement divisions). Therefore, future studies may want to include other minority groups, other specialties of advancement such as marketing or alumni relations, or even the experience of women development administrators as compared to men in the field. Finally, the majority of participants worked at predominantly White institutions, and findings may not extend to minority serving institutions.

Data Collection

Several qualitative researchers agree that qualitative research involves an emergent and evolving design rather than a tightly pre-configured design (Creswell, 2013; Denzin, 2001; Hatch, 2002; Marshall & Rossman, 2010). Personal interviews were conducted with five participants. Ultimately, this narrative research study explored the perceptions of African American administrators who work within the field of university development. All participants worked for public universities. All participants currently work at non-HBCUs, and most worked for PWIs for the majority of their career. Qualitative analysis of African American participants' perceptions of their career experiences in university development furthers the literature regarding the university development administrators' workplace. This study examines the development administrators' experiences inside home institutions, as well as inside the field of university

development – especially the perceived effectiveness of engagement, recruitment, and retention efforts. While an interview question pool based on Jerlando Jackson’s ERA model has been created and was referenced during inquiry, the nature of narrative research dictates that interview questions were exploratory in nature and open-ended in terms of wording. Further, it became important to follow the participants, and explore the different avenues of data that were provided. The questions developed and included in the question pool were meant to facilitate conversation should a participant need directive prodding during the interview process. It is important to note that each interview, or series of interviews per participant, were different in nature and evolved in different ways per the participant. Instead of eliminating the question pool completely, it was utilized only when necessary, as determined by the circumstance at hand, to ensure key issues pertaining to the lived career experiences were obtained. An email seeking volunteers for the study was sent to potential participants who are members of a listserv established, maintained, and developed by the African American Development Officers Network. The thought process on my part as researcher is that the individuals who are a part of this network have identified at a level within the profession that makes them ideal candidates for the study.

Participants

The interviews conducted for this study were exploratory in nature, and I strived to include representatives with experience from different types of institutions. For example, the research represented participants who have served at PWIs, majority Hispanic, and HBCUs at some point in their careers. Some of their current or past institutions were flagship institutions or strong public regional institutions. None of the participants currently served at an HBCU, though one had in the past. The African American Development Officers (AADO) Network is composed of individuals who have designated university development as their primary

responsibility within their organization (African American Development Officers' Network, 2014). The group was founded in 1999 and has hosted an annual conference for two years, as of this study, partnering with CASE. According to the organization's leaders, the goal of the AADO Network is to provide opportunities for members to network professionally and increase knowledge of their field through the industry's leading experts. The mission of the Network is to foster professional development and facilitate interaction among members. AADO employs an active group of officers and volunteers and those involved with the Network represented ideal potential participants for this study. Initial interviews with selected participants were followed up with email correspondence, phone calls, a second interview in some instances, and some in-person conversation at the AADO conference in April 2015.

During one-on-one interviews, participants reflected upon their respective careers. I reserved the right to follow different threads of conversation in order to collect rich data for the study. Also, the questions derived similarities and differences in engagement, recruitment, advancement, and retention practices at various institutions. Questions were used as a qualitative measure only and sought to solicit key areas of discovery during data collection. Jackson's ERA framework served as a consistent instrument to inquire about what practices, policies, and other elements are at play in the various institutions where the participants are undergoing their lived career experiences as African American university development administrators.

When considering the selection of the most appropriate participants to interview should there have been a surplus of volunteers, I reviewed resumes and career summaries of prospective participants, positions held and length of time served in university development, and finally, willingness to participate in the multiple interviews that narrative research entails. Selected participants met the ideal participant criteria list developed for this research study. Job titles also

were considered closely by the researcher. All interviews were recorded via digital recorder and then transcribed. Subsequent email exchanges were tracked and phone interviews were recorded.

Interviews

Data collection via narrative research was performed directly with the participants themselves via one-on-one interviews. Questions were open-ended in nature, and “give and take” between researcher and participant was the achieved goal per Denzin (2001) to establish a level of trustworthiness during the interview. Interview questions were fluid in nature, with the researcher following the participant. Individual interviews ranging from 45 minutes to one hour were conducted with the participants in this study. Multiple interviews per participant were necessary in some cases given that the full scope of one’s lived career experiences may not be captured in one sitting. The goal of the question pool was to further facilitate conversation, if needed, between researcher and participant regarding his or her lived career experiences.

Of the use of narratives in qualitative interviewing, Weiss (1994) writes:

Interviewing can inform us about the nature of social life. We can learn about the work of occupations and how people fashion careers, about cultures and the values they sponsor, and about the challenges people confront as they live their lives. We can learn also, through interviewing about people’s interior experiences ... We can learn the meanings to them of their relationships, their families, their work, and their selves. We can learn about all the experiences, from joy through grief, that together constitute the human condition.

Transcription

All interviews were recorded and transcribed in narrative format (Creswell, 2013). Interviews with each participant were digitally recorded then transcribed. Transcribed interviews were utilized to surmise recurring themes provided by the participants during the course of conversation. NVivo software then was used to organize data provided in the transcribed interviews into themes and sub-themes. Themes were organized with careful consideration of prevalent findings from the literature pertaining to recurring topics in higher education that relate to race issues in higher education, mentoring, and other areas addressed in the ERA Model, for example. Detailed analysis of interviews followed, using NVivo software to code, organize, and analyze transcriptions of the interviews.

Data Analysis

Narrative research utilizes a flexible and evolving process and often involves story chronologies (Clandinin & Connelly, 2000). This study's data analysis addressed the following key areas: internal and external influences experienced by the participants; participants' perception of practices and policies in place at the different institutions; and an analysis of the "lived experiences" of participants. Given the depth and breadth of data provided by participants as described here, more than one interview per participant was necessary. Reporting on what participants say during the course of narrative research identified themes; reporting on how they say it and how they interact with me as researcher contributed to what Riessman (2008) identifies as "dialogue and performance". Special attention was granted to themes, key events, or plots that emerged (Czarniawska, 2004; Smith, 1994), metaphors and transitions that were used (Clandinin & Connelly, 2000; Lomask, 1986), epiphanies that are shared (Denzin, 2001), and categories of data shared by participants through dialogues and conversations (Riessman,

2008). Data analysis was aided greatly by the usage of NVivo software to help identify collected data, as described previously.

In order to find meaning from the participant-provided feedback, it was initially organized and coded according to the portion of Jackson's conceptual framework that motivated response. Much of the data collected did not fit neatly within the construct of the framework and should not have been expected to have been force-fitted as such. Therefore, various themes were derived once data was collected, and the themes and sub-themes provided by participants were properly organized based on similar characteristics and information collected.

Pre-Interview Analysis of Participants

The process of data collection began with an initial review of available work biographies online, available resumes, and Internet searches (Linked-In profiles, profiles available on home institution websites, etc.) regarding the participants as I prepared for my narrative research via one-on-one interviews. Upon finding listings of awards, accolades, and professional recognition, each of the findings was examined to determine relevance regarding this specific study. Any professional development training programs, degrees attained and relevant certifications held by potential participants was noted and considered for relevance of data to potentially be discussed during interviews. Finally, it was noted if any of the participants are published authors or presenters at conferences regarding development administrative and/or fundraising issues.

Conceptual Framework Guiding Research Project

A thorough examination of the ERA model is accomplished in Chapter 2, but the important elements are introduced here. This framework is particularly salient to this specific research project in that its focus is to identify and analyze work and career elements that successfully engage, recruit, retain, and advance African American administrators during a

career. This model (see Figure 1) enunciates the importance of a broader construct, where community and commitment to diversity principles are embraced within the field of higher education. This work is an attempt at establishing a baseline of knowledge regarding the “lived experiences” of African American university development administrators for future research related to higher education administration.

As Jackson states, “the higher and postsecondary education literature is saturated with recommendations for retaining African American students and faculty, but there is little empirical or practice-based knowledge pertaining to the retention of African American administrators” (Jackson & Flowers, 2003, p. 130). Through qualitative inquiry in this study, issues such as how participants became engaged in this field of work, issues regarding recruitment and retention, and issues about career advancement are all elements that participants commented upon.

Trustworthiness

There has been a sustained conversation in social sciences literature about achieving “trustworthiness,” with specific concerns pertaining to accomplishing reliability and validity in qualitative research work (Creswell & Miller, 2000; Denzin, 2001; Elliott, 2005; Lincoln & Guba, 1985; Riessman, 2008). A renewed desire among U.S. survey researchers to give their work a “human face” by incorporating personal life stories into their projects has occurred during the past decade (Riessman, 2008). It is important that even if the focus has shifted from measurement to a more descriptive paradigm, researchers must confront the issue of whether accounts produced via qualitative, interview-based studies are both “accurate” and “valid” representations of reality (Elliott, 2005, p. 22). To this end, in the limitations section, I disclosed that I am a Caucasian vice president of advancement, thus I am performing cross-racial/cultural

research that could have professional and career applications. While challenges may exist and certain elements of my own experience may condition responses, issues of trustworthiness were proactively addressed. This section therefore discusses narrative structure and validity concerns, as well as examines the reliability of the study. Further, issues of positionality are addressed. Finally, assumptions are delineated.

Validity Concerns

Creswell (2013) was consulted to determine an appropriate narrative structure. Construct validity, external validity, internal validity and reliability were addressed by determining the structure that best fits this research project. Addressing qualitative research concerns, including judgments being made that fulfill the researcher's preconceived notions (Flyvberg, 2006; Ruddin, 2006), is vital to ensure the trustworthiness of one's research. To address the concern of construct validity, I used multiple sources of evidence obtained in personal interviews and established a chain of evidence. Finally, I employed the tactic Denzin (2001), Elliott (2005), and others describe as actively involving the research participants, mentioned in the introduction of this chapter.

Internal validity is said to be a measure of how closely research findings match reality (Merriam, 1998). According to Yin (2013), internal validity is not for exploratory studies; rather, it should be utilized for both causal and explanatory studies. What matters most in this particular context is the ability of the researcher to solicit accurate, truthful data through multiple contacts with the organization and individual participants. Alignment of results with research literature reinforces that results are trustworthy.

External validity consists of defining the domain to which a study's findings can be generalized (Yin, 2013). Whereas previous studies have identified issues surrounding African

American faculty members, African American student affairs issues, and African American philanthropist/volunteer issues, little research has been conducted regarding African American administrators. Further, almost no research has been conducted regarding African American administrators who work specifically within the field of university development. One example of qualitative research conducted with African American development officers was conducted by Tindall (2008), and that study focused on officers/administrators who work specifically for historically Black institutions (HBIs). Merriam (1998) states that external validity refers to the ability to apply the findings from one study to other situations. By researching at the level of a national organization, the transferability of findings and experiences need not be representative of all.

Reliability

Reliability is demonstrating that the operations of a study, such as the procedures of data collection, are repeatable and yield similar results. This study addresses the concern of reliability in two ways. First, the study utilizes a narrative research study construct. Second, sources of evidence include participant interviews as a primary source and my field notes, which helped further my understanding of the research subject. The gathering of data from different participants and identifying themes as they emerge during interviews helped achieve some level of consistency or patterns within the research findings. A question pool was constructed, which only loosely guided this narrative research project.

Positionality

Sultana (2007) argues that greater attention must be paid to issues of positionality and power relations when one performs field work in order for ethical and participatory research to be achieved effectively. Tatum (2001) posits that cultural knowledge needs to be strived for by

the researcher, stating that “In a race-conscious society, the development of a positive sense of racial/ethnic identity not based on assumed superiority or inferiority is an important task for both White people and people of color” (p. 53). Further, Tatum advocates “unlearning” of stereotypes that have been internalized throughout one’s life that may contribute to either a perspective of inferiority or superiority. Some literature has perpetuated concern about positionality to the point where scholars have chosen to pursue and engage textual analysis as opposed to the fieldwork that is necessary for exemplary research (Sultana, 2007). Specifically, concerns of “neocolonial representations” and Western biases have been raised, especially within landscapes where inequality exists. In the case of this research, it would be inaccurate to presume that a Caucasian perspective somehow dominated my work as researcher given the disclosure of my limitations, as well as the involvement of participants in the research process. This was achieved by sharing work in the spirit of “writing with” rather than “writing about” as described by Sultana (2007, p. 375). By fully involving participants in the process, concerns of differences in representation or marginalization were addressed effectively. Ethical, participatory research was achieved, thus ensuring the trustworthiness of this study.

When conducting research with and about people of color, debates, discussions, and perspectives have been offered regarding who can and cannot effectively conduct such research (Banks, 1998; Milner, 2007; Scheurich & Young, 1997; Tillman, 2002). Specifically, Tillman (2002) raised questions about who can and should conduct research with and about African Americans. Neither Tillman nor Milner staunchly advocate that research must come from the same community in which they plan to conduct research. However, both do advocate the involvement of research participants in the final research product (Sultana, 2007; Tillman, 2002); thus, my methodology employed this approach. This research project consciously pursued

knowledge to further the research with special attention to what Milner describes as “seen, unseen, and unforeseen dangers” (Sultana, 2007). Seen dangers, according to Milner include “dangers that can explicitly emerge as a result of the decisions researchers make in the studies.” Unseen dangers are “those that are hidden, covert, implicit, or invisible in the research process,” and unforeseen dangers include “those that are unanticipated or unpredicted in a research project based on the decisions that researchers make in the research process” (Milner, 2007, p. 388). Exposure to this concept of “dangers” alone, and addressing these identified concerns, contributed to the trustworthiness of this work, in that I worked to mitigate these apprehensions to ensure quality results. My efforts included sustained contact with the African American Development Officers’ Network, and with contact of the ERA Model’s creator, Dr. Jerlando Jackson.

Assumptions

The Jackson model, in part, assumes that there is a commitment to the principles of diversity and affirmative action in place at institutions of higher education. This commitment provides a structure upon which pre-engagement, engagement, advancement, and outcomes can be achieved by African Americans administrators at higher education institutions. While this research project is not advocacy literature by any interpretation, there is an underlying assumption that diversity and commitment to diversity principles provides an underpinning for staffing, faculty, and administrative issues at higher education institutions.

Several themes emerged from this qualitative research. Varying research findings/data were provided by participants given the experiences at their current institutions, and they had varying experiences per institution where they worked during their careers. While variance was expected, commonalities or themes that emerged required further consideration and examination.

Both tangible and intangible factors emerged. Both the internal environment of the employers, i.e., universities, and environments external to the workplace were considered. Examples included variables within the community, such as cultural offerings, diversity commitment per home institution, diversity environment in the external world (areas locally, but outside of institutional matters), and public higher education system commitment and attention to diversity issues.

Summary

This study examines the experiences of multiple participants, all of whom are African American administrators who work within university development. This chapter focuses on the research methodology that was used to conduct this study. The research design, participant selection, the study's rationale, and procedures regarding data collection are all detailed herein. The study's trustworthiness concerns were addressed actively. Further, procedures that concern the study's validity and reliability were outlined, as was analytic strategy. Assumptions also were considered.

Qualitative research methodology is most appropriate for this study. Given that this study seeks to discover detail regarding the African American university development administrators' "lived career experiences," the qualitative, narrative research tradition best serves this research project. Understanding the experiences of participants in this study required examination beyond what quantitative analysis could provide. A holistic view of the African American university development administrator's experience was sought in this research project, thus the importance of personal interviews with participants was paramount. Of note again, participants had the opportunity to review interview transcriptions and drafts of career experience interpretations written by me.

If the themes identified could be addressed by effective policy, or are policy related in nature, then the study serves a key purpose. Future studies may be able to include private institutions or specific classifications of colleges/universities (such as state flagships). The immediate impact of this study is that it provides first-hand information to human resource development professionals and other higher education administrative leaders who work within public university settings; whereas, the long-term impact may affect higher education administration policy and future directions.

CHAPTER 4: RESEARCH FINDINGS

Introduction

This chapter's focus is on the research findings of the study, with Jerlando Jackson's Model for Engaging, Retaining, and Advancing African American Administrators at Predominantly White Institutions (ERA Model) serving as a guide for data analysis purposes. Recurrent themes that emerged during data collection are presented and delineated in this analysis. Recurrent themes well beyond the framework as guide also are discussed and could provide direction for future work. The data provided is presented irrespective of the framework, as it cannot serve to constrain this research project's findings. The data provided by the study's five participants are organized and supported by their own words in some cases. Not surprisingly, some participants provided more data on certain topics than others, while providing very little data in other areas. The chapter concludes with a summary of the research findings.

Brief Review of Research Questions

The lived, career experiences of African American administrators who work in university development at public higher education institutions are the focus of this research project. Examining African American development administrators' perceptions of the effectiveness of recruitment, engagement, and retention efforts is the purpose of the research. The knowledge gained from participants is presented with Jackson's (2004) ERA Model framework serving as a guide for data analysis. Questions attempted to explore participants' work experiences as university development officers, including the engagement and recruitment efforts that initially brought them to their positions; retention practices that have been influential in their decisions to remain in their positions (or lack of retention practices, which has led them to pursue other employment); their personal experiences of alienation and marginalization as

underrepresented minorities in the profession (if any); any discriminatory practices they have perceived in their development careers (if applicable); and various institutional factors that have helped or hindered their career outcomes as development professionals.

Analysis of Data

NVivo Software was utilized to analyze the data from interview transcripts with all of the study's five participants. Qualitative, narrative research was the chosen methodology and themes emerged during interactions between researcher and study participants. Interviews were analyzed thoroughly in search of recurrent themes, which were then organized with guidance provided by Jackson's (2004) ERA Model when applicable.

Participants who work at public higher education institutions specifically became the focus of the study given the financial challenges that public institutions are facing now. Within this research findings chapter, significant quotations are occasionally included when they best capture or illustrate a point or theme that is an important research finding. Partial statements and excerpts are highlighted in this research findings chapter. Study participants' responses are organized by theme, not by individual participant. Jackson's framework serves as a guide for engaging, retaining, and advancing African American administrators – all three actions that are seemingly difficult within university development offices at public higher education institutions. Thus, gauging the perceptions and efficacy of institutions' efforts directly from African American development administrators is significant research that informs the literature in the future. During the course of this research project, ideas for future research projects arose and are covered in the concluding chapter of the study.

Process and Methods of Recruiting Participants

Approximately 400 potential participants for this study were sent a recruitment email distributed via the AADO Network email list, which informed list members of the study and invited them to participate. Eleven potential participants responded, and five participants met the specified study criteria. That being said, selection bias must be considered given that these individuals self-selected by responding in the affirmative to participate in the study. In a January 2015 email, these five participants were sent a narrative research consent letter and an informed consent to participate in research document, found in the appendix of this study. Subsequent phone calls were made by the researcher to study participants who self-identified as interested in participating in the study. Signed informed consent documents were obtained from study participants prior to recorded phone interviews.

Interview questions were fluid in nature, exploring the direction and interests of each individual participant. Jackson's ERA Model provided a theoretical framework, which in turn provided the scaffolding and guidance to explore the lived career experiences of the African American development administrator study participants. An interview question pool used to facilitate interviews and subsequent data collection can be found in the appendix of this study.

After initial phone calls discussing the study and proper participant forms were received, telephone interviews were conducted due to the wide geographic area in which the participants worked, ranging from various points in the Southeastern United States to the Midwestern United States. Further, the limited time availability of top development administrators contributed to the decision to conduct interviews via telephone. In some cases, second interviews with participants were conducted. All telephone interviews occurred in January and February 2015. Some in-

person, informal conversation with three of the study's five participants also occurred at the April 2015 AADO Network conference held in Atlanta, Georgia, in conjunction with CASE.

Participant Overview

The five participants in this study were informed that their responses would remain anonymous if that was their preference and that protocols such as the creation of pseudonyms for themselves and their current and former institutions would be created to preserve anonymity. Participants also were told that the data they provided during the study could inform future human resources practice, and/or contribute to a body of research for future African Americans serving within the field of university development. The need to maintain anonymity for the study's participants exists due to the relatively low percentage of well-placed African American development administrators. Because the study includes individuals in multiple, very different regions of the Southeastern United States, as well as a Midwesterner, and includes data they provided from their experiences at both current and former employers (which are from all different areas of the country), there is reasonable expectation that anonymity has been achieved. The names of participants and their institutions are protected within the context of this research project.

Participant Profiles

A key characteristic of participants in this study was the collective value placed on higher education. One informant's observation noted that, ironically, higher education programs regarding the subject matter of philanthropy and development might be the path to creating a viable pipeline of African American development administrators. Nelson Bowman III (2010) posited that such programs could be a boon for enrollment at HBCUs, graduate degrees or otherwise. Concerning the point of obtaining higher education degrees, it should be noted that

the majority of participants in this study hold degrees beyond a four-year degree. One respondent holds two master's degrees, another holds a master's degree, another did master's work but hasn't finished the thesis, and another holds a Ph.D. Another participant was an exception to the trend noted here. She does not hold an advanced degree, but plans on pursuing a CFRE (Certified Fundraising Executive certificate) soon, which would be a credential beyond her four-year degree. She is the oldest participant in the study, and she stated that if she was starting in the business now, she would definitely have to pursue advanced study, beyond the four-year degree.

Each development administrator participant in the study represents a high percentage of desired criteria for study participation in that: they self-identified as African American, have worked primarily at and are currently working at a public institution of higher education, have all served within the field of university development for 10 years or longer, and have had more than one employer during their careers. The participants also represent a range of ages (30s through 50s) and are diverse in terms of gender (three males, two females). Further, all five participants work at non-HBCUs: three of the participants currently work at predominantly White institutions and two work at historically White (now, predominantly Hispanic) institutions. Of very important note, while the two institutions are now majority Hispanic in terms of student population, the university development office employs a predominantly White development administrator workforce. Collectively, the five participants have had experience working at predominantly White institutions, HBCUs, and predominantly Hispanic institutions.

The educational background also varies: one candidate holds a bachelor's degree, one has done the master's degree work but has not completed a thesis, one holds a master's degree, one holds two master's degrees, and one holds a Ph.D. The types of academic fundraising efforts the

participants support range from medicine, to journalism, to engineering, to public health, to athletic, to foundation fundraising. Thus, the depth and breadth of their experiences as participants in the university development workforce is varied, rich, and broad in terms of higher education sub-areas of focus and study. Finally, many of the participants are active in multiple organizations that are related to the fundraising industry and some participants are published authors.

Participant Breanna Peach, Gerard State University

Breanna Peach is female and is in her early 50s. She has enjoyed an extensive career in development, playing leadership roles within a prominent organization that she started pertaining to African-American development officers, among other accolades. She also has authored several publications that pertain to the subject matter of development. Her career in development spans 30 years, and she holds a Bachelor of Science in media communications and is currently pursuing a Certified Fundraising Executive (CFRE) distinction, which holds value within the field of university development. Breanna has served on several boards throughout the Southeastern US and also has visibility within CASE. She has played a lead role, especially over the last decade, in the Association of Fundraising Professionals and throughout the greater urban area where her current employer is based in the Southeastern US. After 10 years with a well-established nonprofit focusing on higher education needs for African-Americans, she transitioned to work at a public, PWI of higher education in the late 1990s. She has been at that institution for 18 years in three different roles of increasing responsibility. Breanna founded the African American Development Officers' Network (AADO) and understood that it would be difficult to maintain her anonymity when sharing that information, yet she agreed to participate in the study anyway, with the acknowledgment of the difficulties mentioned. Therefore, her

name has been changed in this project, but her professional accomplishment of starting the AADO is important to her, and with her agreement, it is acknowledged.

Participant Blaine Hill, Strongman State University

Blaine Hill is male and is in his mid-30s. He has 10 years of development experience, with the first position held being in 2005. He holds a master's degree in education administration, in addition to a Bachelor of Science in a health-related area of study. He also holds a Master of Science in management. Currently, he participates as a leader in a CASE workshop, and previous to development, he was active with the National Collegiate Athletic Association (NCAA). In 10 years of work experience, this participant has worked at three different universities, the latest one as of February 2015, which he had not yet begun at the time of our interviews. Each different position, of which there are four, include increasing levels of responsibility. The three institutions where he has worked are considered PWIs, and two out of the three, including his current employer, are public universities.

Participant Carl Southern, Metropolitan State University

Carl Southern is in his early 40s and holds a Bachelor of Science and a Bachelor of Arts, in addition to a master's degree. He has spent 17 years in the field of development at three different institutions. While at these institutions, he has served in seven or eight different roles of increasing responsibility. He now works for a "majority minority" institution (Hispanic). Prior to this role, which began a few years ago, he served at a PWI as well as at an HBCU. His current role at the institution is serving as a chief fundraiser for a specific school within the university. Carl has been very active with CASE and within the geographic regions where he has worked – one in the mid-Atlantic and now in a major urban area in the Southeastern US.

Participant Chelsey Beech, Metropolitan State University

Chelsey Beech is in her mid-40s and is female. She has served over 20 years in the field of university development at four different institutions – two public and two private – in increasingly responsible roles. Participant Beech holds a Bachelor of Science, a master’s degree, and a Doctor of Philosophy in higher education administration. Currently, Chelsey serves as an assistant head of development at a majority minority public institution in the Southeastern U.S. – Hispanic majority. She has several volunteer and leadership roles within the industry and has been particularly active within national level, professional fundraising organizations and associations. Further, Chelsey has published writings within the field of development. She has received a Fulbright award and has been recognized as a leading business person in her region of the country. Chelsey’s community service and honors/awards portfolio is very thorough and impressive based on resume review and data shared within our one-on-one interviews.

Participant Hale Middleton, Spring Lake State University

Hale Middleton is a male in his late 30s. He has served in the field at university development for 16 years at only two different institutions – transitioning to the second one only recently. Both are large PWI public research universities in the Midwestern US. Hale holds a Bachelor of Arts and Master of Public Administration. Hale has held positions of increasing responsibility at his former institution. He has only been at his current institution for less than six months. Hale has become more active with the AADO and CASE, as the external affairs portion of his professional work has increased in his new role.

Emerging Themes

Six overarching themes emerged, some with sub-themes, as detailed below. The overarching themes were (1) the pipeline into the profession; (2) on-boarding and investment; (3)

respect leads to loyalty; (4) achieving an all-important balance; (5) career challenges related to personal demographics; and (6) personal considerations and relational/family issues. All sub-themes relate to their respective overarching theme, and are outlined as such.

It should be noted that while participants offered data on the various themes that emerged, the topics of recruitment and orientation were of high importance to the participants. This finding suggests that perhaps the beginning of the employer-employee relationship holds tremendous value – at least it did for the five participants within this study, which is focused on a specific sub-field of university administration.

Theme: The Pipeline into the Profession – Observations, Concerns, and Ideas

Sub-theme: “I ‘fell into’ development.” The first phase of Jackson's model is labeled pre-engagement and contains three sub-areas: recruitment, orientation program, and incentives package. Regarding the topics in this portion of the framework, three of the five study participants offered salient data that contributed to the study's rich findings. Hale recalled how some of the pre-engagement with potential volunteer opportunities and employment opportunities within the field at the beginning of his career in development was self-propelled. This means that Hale had a natural inclination to get involved as a volunteer with his institution while a student, specifically helping with an upcoming reunion weekend. Other portions of his early contact with development professionals were encouraged by a mentor, once he became more interested in the field.

The majority of participants, however, shared that they “fell into” university development, citing happenstance or chance as a factor of their career path. Hale indicated that he selfishly signed up to be a part of the homecoming steering committee (at his alma mater and first institution of employment), which was managed and run in a separate alumni association,

mainly because there were not a lot of African Americans who were participating. Hale stated that he met a lot of great people – majority and minority – throughout that process and really enjoyed the experience. In meeting key campus administrators, he connected with a provost who was about to transition into a presidency and requested Hale’s assistance in learning more about advancement.

Breanna shared a similar sentiment in that she observed that individuals of a certain age were more likely to “fall into” university development as a field, since only recently has it proliferated as a profession, in part due to declining state support for public higher education. Breanna indicated that among her contemporaries, there were no purposeful plans or specific education path to become a higher education fundraiser. Carl asserted that he came upon university development somewhat by chance and somewhat by self-motivation. He cited an incident with homecoming festivities that was not positive in nature, but did not provide detail. The incident occurred when he was in graduate school at an HBCU and led to his involvement to make relations with alumni better, serving initially as a volunteer. Carl’s efforts were noticed by the vice president for advancement and alumni relations, who encouraged him to pursue an advancement/development career upon graduation.

Sub-theme: “The only,” or “one of a few”. Breanna shared that she was the first African American development administrator at her large, public, research institution in the Southeastern US. In fact, she has been recognized with an award honoring her as a pioneer of sorts. Given that she started with her current employer in 1998 and had brought several years’ experience with her when beginning the position, having achieved significant career success in the northeastern United States prior, Breanna was somewhat shocked that such a distinction would still be applicable at her large, prominent institution. She specified that she eventually

paid attention to the number of development officers, who would have personal contact with donors, that were ultimately hired and who were African American. Not long after she arrived, Gerard State University hired a few more frontline African American development officers. Breanna did not realize her position as a “pioneer” until she was invited to receive an honor recognizing her for being the first African American development officer hired by Gerard State University. Of the honor, Breanna noted: “I was like, ‘What? In 1998? I don’t want brag about this, but you know, okay.’”

Whereas Breanna experienced being “the first,” younger officers in the study tended to experience being “the only” at some point in their careers. Hale alluded to being “one of a very few” African American development officers at his large, public research institution in the mid-west US. He specified that at both of his mid-west-located institutions, there have been few African American development administrators, and on the new team that he leads of over 20 people, no underrepresented groups are employed. Breanna concurred, noting that top development administrative positions at her Southeastern U.S. institution are usually “heavily White male at the senior level.” She did put forth that matters were changing “for the better,” thus exhibiting hope for a different, more diverse workforce in the future.

Blaine also referred to being “one of a very few” in terms of being a person of color working in the field of his institution – a large public research institution in the Southeastern U.S. He stated that often interviewers and search committees would note aloud the lack of diversity in development. He also noted that turnover at his particular institution – coincidentally, one that he was in the process of leaving – was rapidly losing African American development officers, especially after the vice chancellor of advancement he served under had left for another institution. It was noted that the person who left valued diversity by making it a priority subject

in his communications with the full advancement team. Specifically, Blaine mentioned having one-on-one conversations about his desire to get more involved with key projects. But according to Blaine, the incoming advancement chief had not made diversity a priority through his communications or actions, such as task force and project assignments:

You know, [there are] just five total external people: one person in corporate financial relations and then four development staff members. And then the last I guess out of the five, from August 2014 to now [January 2015], four of those folks have left Strongman State University. They're African-American.

Carl shared that at Metropolitan State University, a large public institution in the Southeastern US., he is one of very few African American professionals – he is one of four with a professional-level job. This tally includes professors within the school of journalism and mass communication where he serves as a development officer. Yet he also shared that being “one of a few” potentially has professional benefits, stating that within his institution, one needs a master’s degree to teach, thus it makes African American journalists and development and/or public relations professionals “a hot commodity” to some extent. Carl detailed that such potential employees have “their pick of the litter,” and that getting some to accept a state salary level is competitive in terms of compiling an attractive offer that successfully recruits them as employees.

Finally, Chelsey indicated that she was the only development administrator who is an African American female in Metropolitan State University’s entire development office, which is composed of over 125 people. She elaborated on this “double minority effect,” which is be discussed later.

Sub-theme: Self-promotion. Four of the five study participants provided data concerning career recruitment. The overall resounding message was that participants have had to seek out opportunities and “self-promote” their career advancement. An example is seeking out entry-level opportunities after serving as a student worker in the field of university development. Hale indicated that after initially reaching out to congratulate an incoming vice president of advancement at another mid-west-located university, an earnest dialogue followed by proactive recruitment efforts on the institution’s part occurred – and were successful.

In the context of describing a recent upward career move and subsequent transition to another mid-west-located university, Hale recounted how he initiated the process by reaching out to a new vice chancellor of advancement at his future employer. By personalizing a social media (LinkedIn) message, and using development skills that he had gained since beginning in the field, he built rapport and gained the attention of the top leadership directly. Personalizing one’s approach is a “self-promote”-style theme that he stressed has helped him stand out as a professional. Hale detailed that his new employer thought his approach was unique and personable, thus they reached out to and engaged him proactively. In fact, he received a call from institutional representatives initially, followed by a phone conversation with the head of advancement, with the institution that would become his new employer.

Blaine attributed his efforts to transition to another employer in a different geographic region earlier in his career to perseverance and proactivity on his part. He reached out to institutions within the area where he wanted to transition for family purposes. Chelsey agreed that all career advancement moves she has made have been the result of her seeking out opportunity as opposed to being recruited actively by an employer or by a professional recruiter/recruitment firm.

While family reasons were the driving factor, Blaine made clear that his efforts to obtain work in a new area were the result of his making cold calls, participating in occupational in-person interviews, and determination. He attributed his successful transition to his efforts in making key connections that he thought would provide a good fit: “any of the schools that I had conversations with, it was me reaching out to them and them not necessarily reaching back.” Finally, of recruitment and retention, some participants noted that it is important for employers to show vision and interest in the African American development officer’s work future. Blaine shared, “to recruit and retain, a lot of it needs to be about professional development – where your future is. This is how we see you, not what you do.”

Sub-theme: Beyond the self: ‘Lack of awareness’ of the University Development Field’s existence among African American college students. Carl expressed that, in general, there is not an awareness of university development/fundraising as a viable career path for African Americans, in that the awareness level is almost non-existent and that there have not been opportunities in the professional field of philanthropy for African Americans. Carl offered some sobering words that provided a backdrop, of sorts, about the prevalent lack of knowledge of the field of university development in the African American community. Scholars such as Nelson Bowman III (2010) also have written about the vast difference in knowledge between the majority population and the African American population regarding the fact that the field exists as a viable career path. Carl posited that university-based philanthropy does not play a major role in African American culture as philanthropy does in African American churches, for example:

But on a community level, on a fundamental level, it’s [university-based fundraising] not part of the [African American] culture. So for a young kid coming out of college to say,

“Hey, I am going to be going into development. I am go into fundraising,” people laugh at you. They wouldn’t know what it is.

Carl emphasized that African American college students do not understand it as a viable profession or as much of an option as some other well-known professions:

It’s not even understood as a profession, so why would it be an option for people? You ask Black kids what they want to do and they tell you, “doctors, lawyers, maybe a dentist,” but philanthropy would never come up within the top 20 answers.

This theme is loosely coupled with another theme: that of concern for the needed creation of a pipeline of African American people interested in the profession. To Carl’s point, that there is not notable awareness of the professional field of philanthropy within the context of universities, he asserted that the lack of knowledge of the field from within the African American college community is not good for alumni and community fundraising efforts at institutions of higher education.

Blaine also noted the lack of young African Americans being aware of the field’s existence as a profession, thus connecting to Carl’s observation. Blaine expressed concern about recruitment into the field, followed by retention challenges.

I think, obviously, the recruitment and retention issue is big to me. As far as I can see as a profession, not a lot of young African American people know about development and that pipeline, so we have to educate the younger people about what development is.

Hale expressed concerns about the pipeline for African Americans in the field of university development as well. At the time of our interview, he was just transitioning from one large, public, research-based institution in the Midwestern US. (Spring Lake State University) to another similar institution in the same area of the country. Hale mentioned that he took the

opportunity once he joined the team to inform his new employer about the African American Development Officers Network, stating specifically that he introduced them to the group. Hale stated to his new employers that if they were committed to diversifying the development culture, that it was essential to “get plugged into” the AADO.

Sub-theme: Blocking the pipeline: An overt “concern” for African American development candidates. On a different front beyond the lack of knowledge regarding the field’s existence, pipeline concerns in this section relate to barriers to entry being imposed, perhaps unwittingly, but nevertheless another perceived threat to gaining more African Americans into the university development field. When sharing a story about times he has served on a search committee when African American candidates have been considered alongside White applicants, Hale indicated that he has observed differences in how the search committees make assumptions and ask certain questions pertaining to the African American candidates’ candidacy (among one another as committee members, not directly to the candidates). He opined that certain assumptions lead to certain questions internally among search committees, where inevitably, the majority of committee members are majority individuals. Hale noted that search committees need to make fewer assumptions about what African Americans would like in an organization or potential employer, noting that perhaps more viable candidates could move forward in searches if fewer assumptions about what their preferences might be are made:

But what I find interesting when I have been on searches is that when we look at this, when we say, “Oh, man, they really have these transferrable skills,” right? I find it interesting, when I have been in the room though, when the person has been White versus an underrepresented minority, how they view those transferrable skills. Some of the

questions I ask about the person, they never ask about the other [African American] person like, “Can they do this job?” Rather, it’s like we really need to know for the minority candidate what does the organization look like? What does that sales force look like? Would they be happy here? They make an assumption. Because they are in sales, the team must have looked a lot different so that they were more comfortable out the gate. No, maybe they are the only African-American salesperson on the whole team. We have no idea, right?

Chelsey reflected upon this theme as well and shared a similar story. She mentioned that she had actually seen a situation where someone with no university development experience, but with a sales background, was hired instead of the African American candidate with several years’ of professional development experience. Fellow search committee members used terminology such as “would candidate X be a good ‘fit’ here?” Again, a similar concern was not expressed when White applicants were being considered for the position.

Sub-theme: Creating and seeking opportunities to address pipeline concerns.

Beyond data provided about recruitment of themselves as individual employees, participants reflected upon the larger issue by expressing pipeline concerns in terms of other African Americans entering the field of university development. Blaine noted that not many African Americans know about the field of university development as a viable career option. He thought that efforts beyond what occurs at predominant African American institutions (HBCUs) would be important to the future of the field, especially since HBCUs have dwindled in number. Blaine noted that a recruiter once spoke with him about strengthening his resume to reflect the good work that he has done in the field and stressed the importance of “not jumping around” from one employer to another. Hale stressed the importance of recruiting the right talent and getting the

“right kind of applications” to come forward – a challenge at both of his Midwest located institutions.

Breanna has made it part of her career mission to provide pipeline opportunities by creating the African American Development Officers Network. This effort started small in the Atlanta region where her institution is located and has gained a national presence over time through a joint effort with CASE. She is not content with entry-level positions ultimately helping the pipeline in her field. Breanna posits that the number of individuals poised to take on senior-level roles in development administration is small. The lack of individuals prepared to fill top positions is limited due to the lack of a pipeline. This lack of possible individuals to serve in a leadership capacity, in Breanna’s view, leads to a lesser number of qualified, diverse individuals to ultimately take on top development positions:

So if you’re looking at a pool of a hundred development professionals who are qualified to take a certain position and only eight of them are minority, then you’re really kind of restricting the institution ... So I just feel that attracting more individuals to the profession is a way of addressing that rather than just the thing that people should be more open to hiring minorities to fill positions.

Carl posits a provocative idea in that he believes that formal higher education could play an important role in terms of creating a strong pipeline for African American development administrators. To his point about formal degrees in philanthropy and philanthropic studies, Carl notes that as degrees and classes regarding the subject become more established at institutions of higher education, a higher percentage of minorities enter the field because they become aware of it as a viable profession. The theme of holding advanced degrees is explored later in this research project. Carl believed that as the development profession becomes more standardized,

classes regarding philanthropy will proliferate at different institutions, especially if more degree programs in the subject are created. Carl posited that this will lead to an influx of diverse individuals interested in the field as a profession. He posited that the “low numbers” of African Americans seen in the field now is “because for a long time there hasn’t been that culture within those communities. So Jewish philanthropy is well established, so you are going to have a lot of Jewish people in philanthropy because they know what it is. They’ve seen the results of it.”

Sub-theme: Skepticism of recruiters feeding the pipeline. Recruitment by professional firms is a controversial topic among African American development officers in that many believe they are being recruited only to fill a client’s “quota” of having to interview diverse individuals (CASE and AADO Conference on Diverse Philanthropy and Leadership, April 23-24, 2015). Hale alludes to it when he discussed headhunters trying to speak with him earlier in his career about upward career mobility opportunities, but that quickly developed into a more critical perspective:

And then I was feeling good about advancement. There were times when I would at least respond back to headhunters who were reaching out at the beginning, when I didn’t really feel like I understood the game. I was willing to listen to anybody and everybody.

Over time, he perceived that if they called and had a “generic” approach to him as a potential candidate, then they were just trying to recruit a diverse person as an interviewee; whereas, if their approach was more personal, he was more apt to speak with them about career advancement opportunities. This theme was reinforced at the April 2015 AADO Network/CASE conference held in Atlanta. There was a special section offered for questions and answers with recruiting firms, where this very issue was discussed openly (April 23, 2015, afternoon session). Concerning this point, Hale offered that recruiters often have a generic approach based on what

he experienced when engaging with them about new career opportunities. In short, he felt that he did not experience personalized approaches based on what was best for his career.

Yet Hale's perception of advancing his career is less "self-propelled" in nature, and he acknowledged the efforts of recruiters more so than the other participants in the study, stating that he has been approached by recruiters more frequently than has actively pursued new opportunities on his own. When reflecting on the active recruitment he experienced once he expressed interest in transitioning to another institution, Hale stressed that it was due to the personal approach of the institution that was interested in him, stating that he specifically listened for certain queues that led him to believe that they were interested in him specifically as a potential employer.

Theme: On-Boarding and Investment

Sub-theme: Initial on-boarding impressions are important to sustaining pipeline.

Blaine explained that initial impressions during the onboarding process ultimately hold meaning in retaining an employee, and Carl concurred, citing a story about receiving a parking ticket as a new employee at his institution and how he was treated by an apologetic parking office staff. Further, he discussed feeling valued and welcomed during the initial stages of employment by colleagues and supervisors who patiently addressed questions and concerns, while also offering valuable advice about office dynamics. The importance of experiencing a communal, welcoming environment and that welcoming leading to longevity at one's respective institution resounded with all of the participants. Carl offered that how institutions bring new employees on board and steps they take from a human capital perspective serve as effective retention tools, if done correctly. One needs to feel that they are "going to get the tools that they need and they are going to get the benefits that they need. So that's how we show you we want you to stay."

Chelsey shared that often African American development administrators appreciate sidebar conversations about cultural offerings such as local churches and hair salons. She stressed that these conversations help one who is relocating to a large city, not unlike where her institution is located – a large international-style city in the Southeastern US. While sharing about community amenities is not unique to the African American community, it was mentioned during the course of the research as an important factor when one makes career location decisions.

Sub-theme: Overwhelmingly critical perspectives regarding “orientation” efforts.

Four of the five participants provided insight concerning the orientation period with a new university development employer or an official orientation program they underwent as a new employee under the leadership of a university’s human resources department. Further, one participant described how she had been able to shape that orientation while serving in a leadership position. Thus, the data provided covers both development and human resources efforts, which typically have different leadership within the university setting. It should be noted that the orientation program, or “onboarding” process, is one of the areas where participants were the most critical of their institutions. While there was a mixed response in terms of whether or not their current institutions addressed workplace diversity, the more important data provided by participants was about specific negative exchanges that happened to them directly as individuals or to a close colleague where they would have first-hand knowledge.

One of the five participants provided neutral data regarding this subject; whereas, three of the participants provided critical negative data. The fifth participant did not directly address the subject, citing that as the first “diverse” person in her development program hired nearly 20 years

ago at her institution in the Southeastern U.S., the subject of workplace diversity was simply not addressed at the time.

Blaine was critical of his institution and mentioned that when he was beginning his new role, it took over two weeks to get his office fully set up with important links to the campus, such as an email account. Further, on his fourth day, someone alluded to his possibly being “let go” if he didn’t complete an I-9 form. He emphasized that these are not the type of interactions or initial impressions that an employer benefits from because it sets a negative tone and tenor for an employee’s relationship with his or her employer. In general, Blaine was critical of the lack of formal processes and knowledge of specific individuals to contact for informal mentorship or guidance through the early stages of employment. Blaine stated that he had to create an informal network on his own and reflected on his efforts to head up a group of fellow African American development administrators who would meet once a month or so to discuss office politics, “compare notes,” and to support one another regarding the challenges each were facing professionally. Similarly, Carl shared a story about an African American development officer at one of his former institutions who was a very accomplished individual prior to joining the development team and who held a JD. Apparently, this coworker had a negative initial exchange with a boss within the first few days of employment. His co-worker’s first interaction with his boss was about keeping early office hours, stating that he had heard the co-worker was coming to work late and that the university’s hours of operation began at 8:30 a.m. Carl’s co-worker was dumbfounded and felt belittled, as if he was spoken to “like an elementary school student” as opposed to being treated as a professional. According to Carl, those kinds of topics only come up when:

you feel like you're doing people a favor by giving them this job, rather than hired a professional who knows what they're doing. If that's happening, there's a reason that it's happening. There's a better way to communicate with them about that rather than let me chastise you like you are in elementary school. So this is ridiculous.

Blaine, like all the other informants except for the one who began her position nearly 20 years ago, did state that his institution covered the issue of workplace diversity during orientation. Both Blaine and Chelsey remarked negatively about the disparity between spoken words and institutional practice. Specifically, Blaine stated that while the topic was covered, his division specifically was losing African American development officers at a rapid rate, including his own departure, which was eminent at the time of our interview. The new head of advancement had not been proactive about making diversity an area of concern or interest early in his tenure. Whereas Blaine had previously been mentored by the former head of advancement, this new advancement chief did not offer words of encouragement, even when key gifts were garnered by staff members. Blaine stated that neither he nor his colleagues recalls ever receiving congratulatory emails from the new chief – communication they had been previously receiving under different leadership. Chelsey differentiated her institution's human resources office, which did a good job of addressing the topic in her view as compared to her advancement division, which had not done well with increasing workplace diversity. Carl – at the same institution as Chelsey – noted that there were very few African Americans on the development team. As part of the leadership team, Chelsey has attempted to address the topic of having an ethnically diverse team on board being key to fundraising success – especially at an institution that touts its international presence and reputation. While aspirations to achieve a diverse team have been discussed, actual practice and results of a diverse development workforce

at the institution she shares with Carl have not necessarily followed, at least not from her vantage point. She has this view, despite being a part of the leadership team that has been diligently working on the issue of increasing diversity within the development ranks.

As in some other instances, Hale offered a different perspective than the majority of the participants. He shared that his former and current employers, both in the Midwest, did thorough jobs of properly orienting employees and discussing diversity as a value during the onboarding process, citing the efforts of an office of talent management at the large public institutions where he has spent his entire career. Hale also spoke of the aggressive use of social media by his new employer, who effectively recruited him on LinkedIn.com after he reached out to a new vice president for advancement.

Sub-theme: “Invest in me – I am worth it”. Four of five participants remarked on the importance of exhibiting a positive self-concept, which is essential when development leaders are taking charge of their specific areas of responsibility and offering leadership and direction. Positive self-concept, in this context, is comprised of four traits: high self-esteem, generalized self-efficacy, locus of control, and emotional stability (Judge, Erez, & Bono, 2011). Hale cited the important difference of offering new ideas as a leader, but not assuming the role of serving as a “point person” on enacting those ideas. Rather, Hale believes that delegating as appropriate is the role of the leader. The variable of age of each participant should be considered. In this instance, it is noted that Hale is in his mid-30s, thus may hold a different perspective than older individuals in the study. Further, his view is that this is the responsibility of the leader to make that distinction and is seemingly making the case that these decisions are self-propelled or self-driven in nature. As a young leader, now with the largest team he has managed to date, Hale’s empowerment comes primarily from the theme of positive self-concept and confidence proving

vital to success as a leader. Hale cited a strong foundation in the field of university fundraising as a key to his success, while also acknowledging there are matters concerning the profession that he is still learning such as specialized forms of giving and various theories of leadership and management. In short, by virtue of the administrative position level reached, the participants in the aggregate possessed a “can do” positive spirit that prevailed in our conversations, with a history of showing initiative in their respective careers – both professionally and academically.

Breanna, an established development administrator with vast experience, clearly makes the important management decisions for her area of fundraising responsibilities. She has a team that helps her area identify opportunities based on various factors related to foundation patterns of giving. She then exhibits leadership by determining appropriate next steps, whether it is a personal visit, an introduction to faculty, or a meeting with a full board or family. Breanna is comfortable making decisions and does not share any concerns of having her power or professional authority usurped at any point. Carl concurred, stating that talent ultimately speaks for itself, regardless of one’s institution or one’s specific administrator role. Carl believes that if goals are achieved and one can work well with others, then one is be rewarded professionally. Finally, Blaine noted that having peers to call upon during the process of taking over a new area as a leader would be beneficial, but also noted no concerns about having any of his professional decisions overridden. This group of participants, once appointed to an administrative position of power, cited positive self-concept and the importance of being confident in their individual leadership ability within their respective organizations. Specifically, Hale stated that he was entrusted with a leadership role and it was his responsibility to now make key decisions on behalf within his respective area development at his university.

A locus of control exists among participants, in that “if one works hard and does a good job, that good work is rewarded” is seemingly infused in all five participants’ remarks throughout this entire analysis, exemplified in these remarks by Carl, which stressed that for African Americans within the field of university development, beyond the diversity issue, one needs to examine the transformational nature of the work:

... really look down and understand it’s transformational work that you are doing. And so if you are interested in that, if you take the time to look at that and make that your work, then you’ll be successful with it regardless of what you are – red, black, white, green.

“Commitment to the principles of diversity and affirmative action” is a key element in Jackson’s Model of Engaging, Retaining, and Advancing African American Administrators (ERA Model). Participants were asked to reflect upon their perceptions of their respective institutions’ commitment to diversity. Blaine noted that at his institutions – past and present – he actively sought involvement when issues pertaining to diversity within the alumni association or different units arose within the overall context of strategies for fundraising. For example, volunteering to become involved with an action task force to make alumni reunions more inviting to African Americans is an example of his efforts in the past. Hale noted that he has made efforts throughout his career to serve as a positive example of why diverse individuals should be included in university development efforts. His methods have included being the most effective fundraiser he could be with all types of constituents, as well as serving on panels for professional organizations such as CASE. He enjoyed the opportunity to serve as a positive example of being an effective African American fundraiser at a predominantly White institution in the Midwest, thus highlighting how university founders – many of them opposed to integration during their time – “missed the boat.”

Whereas Blaine reflected upon his own individual efforts, Hale's scope of thought also focused on the signals that institutions send via the diversity efforts they make. He noted that the US is becoming an increasingly diverse society, and that having a more reflective university development administrative workforce grows in importance, in his view. He noted that while institutions strive to attract the best and brightest talent in terms of recruiting development administrators, special attention should be made to ensure the team recruited "naturally reflects where we are headed as a society and as a nation." While these remarks are not directly related to his lived career experience, I include them because it is important to note what African American development administrators are thinking about in terms of the future's profession within the larger context of diverse higher education and the United States' projected minority population.

Likewise, Hale thought that interested stakeholders could find comfort, in that, as institutions increase diversity among those serving in the workplace, they also are increasing our collective understanding of how to work with one another:

So I think that is something really important that needs to be looked at, that our organizations have to understand; that part of this is just like a general modeling and recognition of where we are going.

Breanna noted that her own personal bias and thought about universities is that "there should be more diversity," but then she summarized the growing diversity of both the development office where she works, as well as the academic leadership. Thus, her particular perception is that it is beginning to happen at her large public research-based institution in the Southeast – the university where just under 20 years ago, she became the first African American development administrator. In part, she attributed some of these developments to her current

vice president for advancement stating that a diverse workplace is a value he holds, not unlike Blaine's remarks noting the previous vice president at his institution valued diversity, but the new leader seemingly places less emphasis on the subject. As noted, this has led to poor retention of current African American development administrators where he was in the process of leaving as well.

Throughout the data collection via one-on-one interviews, several participants noted the importance to them as employees of working with university advancement leaders (development is a subset of advancement) who are committed to diversity in practice, as mentioned in the previous section. Blaine mentioned leaving one employer for another because the incoming vice president of advancement did not overtly state or exhibit his commitment to diversity. Breanna spoke about her leader of advancement's commitment to diversity and his support of her role within the AADO and fundraising industry more generally. Chelsey stated the importance of advancement leaders actually practicing what they verbally espouse to value. Carr, Palepu, Caswell, and Inui (2007) found that if senior leadership thought that certain workforce subjects were important, it was more widely accepted among majority faculty members who initially may have been skeptical or otherwise not interested in subjects such as workplace diversity and sensitivity training. Likewise, heads of advancement are being judged by African American development administrators in terms of their action steps to not only encourage and steward talent already on board, but also to signal and work toward the creation of a pipeline for the long term.

Sub-theme: External and internal investment in one's career is appreciated and necessary. Blaine was grateful that the institution which he was about to transition to within a month of our interview had asked him about his three-, five-, and ten-year career outlook and

dreams. This front-end relationship building impressed Blaine and contributed toward his decision to leave another large public institution in the same geographic area of a state in the Southeastern US.

Hale offered the most data when discussing leadership opportunities as described by Jackson. Hale posited that sometimes individuals “create their own glass ceilings,” and that at some point, he began thinking about his own career future at his alma mater. Hale did not “want to pigeonhole” himself, thus he started exploring leadership opportunities elsewhere, with special attention to a future employer’s willingness to invest in him as an employee. His concerns to leave his alma mater after over 15 years stemmed from not being able to grow professionally in his last position. Further, Hale saw no imminent career growth or future investment in him as an employee on the horizon. Having been referred to as “a natural leader” by coworkers throughout his career, Hale stated that he was naturally driven and driven by the work that is accomplished in university development. He expects employers to invest in his future as an appreciation of his efforts, as evidenced by his wanting access to key development leadership conferences tied to his annual review.

Hale relishes leadership opportunities that allow him to help “put his university on the map” and emphasized that this element of development work keeps him motivated. Managing over 20 individuals, Hale expressed that he builds into his three-year career plan opportunities to participate in select fundraising conferences and summits within the profession that not everyone is able to attend. This investment in him as an employee helps Hale gain visibility within the university development field as a leader, not just at his specific institution.

Sub-theme: Mentorship as a responsibility. Turner et al. (2008) posited that African American administrators benefit greatly from mentorship during early stages of leadership roles

within the higher education institutional construct. I asked each participant about either informal or formal mentoring programs that they have been a part of during their development careers. The majority of the participants had experience as mentees earlier in their careers and now serve as mentors, given that the years of total development experience of the participants was 10 or more years. So, they have the experience of being mentored earlier in their careers, and serving as mentors now.

Blaine served as an informal mentor during the last few months prior to transitioning to another employer, which was occurring at the time of our interview. Among other proactive measures, Blaine created a checklist for three new African American development officers who had joined his institution – a list motivated by his experience of having little to no mentorship and guidance during the latter part of his two and a half years of service there – once a new advancement chief was in place. He felt a responsibility to help the next group of individuals joining the team and offered advice on who would serve as a good resource for career guidance, where to handle rote business like obtaining ID cards at the institution and how to operate within the political structure.

Likewise, Carl shared that from the mentee standpoint, team leaders at his current institution were very interested in providing guidance to help younger and/or less experienced professionals achieve success. Hale was grateful for the mentorship he received at his institution where his development career began, stating that a few leaders at the university took him “under their wing or would be receptive if I reached out to them.” Yet still, even at this large, Midwestern institution, a more formal mentoring program “could never get off the ground.” Comparing his older institution to the one he recently joined, Hale stated that his new employer provides more consistent, professional development. Of being mentored by leaders at the

institutions where he has served, Hale noted that spending quality time with seasoned professionals has a positive impact on his career and professional perspective.

Carl shared that at Metropolitan State University the more seasoned employees are expected to informally take on mentees. They are also expected to facilitate introductions in meetings and offer helpful hints or career advice and assistance; there is a very “familial attitude” in his university development department. Likewise, Chelsey noted that while there is not a formal mentorship program at Metropolitan State University, informal networks of mentorship had developed. She credited the mentorship that occurs within the AADO Network and at CASE conferences as external examples of prime opportunities to connect with peers and gain insightful career advice.

Breanna’s experience with mentorship opportunities differed from the other participants in that she has been involved with a nearly 20-year-old formal mentorship program at Gerard State University. The extent of her involvement had been serving approximately five years in a formal program where senior-level individuals mentor newer members of the development team. Also, there was a broader women’s mentorship group at her university:

I’ve been involved with women’s efforts – the leadership type committee that was meeting and identifying opportunities and challenges for women at Gerard State University, but that’s the extent of it.

Breanna reflected on informal mentorship that she has provided through the years, primarily to other minorities, and she takes great pride in some of the outcomes, citing how she helped a single mother with three kids via a mentoring relationship. When she started mentoring her, she did not have a college degree. Now, Breanna shared that she holds both an

undergraduate degree and a master's degree. Mentorship was a valuable topic to the participants in the study. Breanna exhibited great pride when speaking about former mentees:

Oh, yeah, most of the people I mentored were minorities. They sought me out, asked me to be their mentor because they were interested in exploring the profession of advancement, fundraising development; and they knew I was in this office and so they specifically asked for me. I had some great mentees who have left the university and gone to other universities, and they are actually in the advancement office when that wasn't their experience at Gerard State University. I had a few that I mentored actually who rose up in the ranks in their departments and got promotions and have felt that having somebody to provide some guidance and some direction was positive. So with that opportunity, they had to grow like that.

Sub-theme: Professional development perceived as investment in one's career. The importance of professional development emerged as a sub-theme. Many of the informants remarked on the importance of being able to attend key conferences within the field and the importance of being active with CASE, AADO, or the Association of Fundraising Professionals (AFP). Hale noted that as his previous institution evolved over time and gained new leadership at the vice president of advancement level, the organization became more active with CASE. Chelsey put forth that it is sort of "an unwritten policy" that individuals at the professional level are privy to one professional conference per year that helps them in their respective areas. Hale expressed the importance of writing in the desire to obtain professional development into one's multi-year plan, stating that "there is value in being able to go to things like these well-respected big fundraising institutes." It is fair to say that all informants hold an expectation to participate and attend conferences pertaining to their areas of development administration. Of special note,

Breanna highlighted the importance of AADO's maintaining a separate identity from AFP and CASE, thus not getting "rolled into" their efforts as organizations. She had been able to help the group successfully maintain a separate network, complete with separate email list and web presence.

Theme: Respect Leads to Loyalty

The theme of wanting to be involved when key decisions are made was of importance to the participants in this study. While Blaine valued that his institution was offering further professional training, one of the primary attractions of leaving for a flagship university, a large public research university in the Southeastern US, was the opportunity to be a part of, or at least privy to, future fundraising campaign decisions being made. Blaine believes this access enables him to achieve his long-term career goals. Working closely with top decision makers and having intimate knowledge of future campaign plans was important to Blaine, as he stated that it would help with his career development. At the time of our interview, he believed that upon transitioning to a flagship institution, he would have the opportunity of being in the room when important conversations occur. He did not necessarily think that he needed to be the person making the decision about the campaign, but he wanted to be a "fly on the wall" in a board meeting or have the opportunity to sit down with the dean, or associate dean, or a campaign director and learn about how to put a campaign together.

Both Carl and Hale shared the sentiment of wanting to be with one employer for longer periods of time. Hale stated that he always strived to represent his university in a positive manner:

I want to represent you because you are saying to the world, "This is our guy," right? We think he does a tremendous job of linking us with you in this whole town and our

relationship, not “Oh, yeah, you’ve been after us for a person of color and now we finally have one.”

Finally, Blaine also cited the concern of too many employer and/or development role transitions, stating that sometimes it is necessary to advance one’s career status, but that it also is important to show loyalty – a quality that he suspects would help with career advancement.

Sub-theme: Encouragement to pursue higher offices is appreciated. A few recurring themes arose from the participants’ discussions of career advancement. Blaine spoke of his ultimate career desire of becoming a leader within a division of advancement and how he appreciated being welcomed to a task force as one of the most junior people in the group, working alongside vice chancellors and directors. Hale shared a similar perspective, and this is one of the only times during data collection that he expressed concern. He thought that it would be proper stewardship of a successful, internal employee to be encouraged to pursue career advancement opportunities in a proactive way. Further, he posited that it was the leadership’s responsibility to encourage it, but that this was not what he had always experienced during his career, thus leading to his recent pursuit of career growth at another institution. Hale also identified with having experienced discrimination during his career due to lack of obtaining higher career offices at his first institution. Instead, he had become somewhat “pigeon-holed” in his position at his former institution. Further, there were times when he was not included on major strategic direction decisions. These examples are synonymous with Green’s assertion that today’s workplace discrimination is fluid in nature versus overt. Regarding workplace discrimination today, Green posits, “It often takes form in a fluid process of social interaction, perception, evaluation, and disbursement of opportunity. It creeps into everyday impressions of worth and assignment of merit on the job, lurking constantly behind even the most honest belief

in equality, perpetuating the very injustice that we decry” (Green, 2003, p. 91). However, Hale remarked that he didn’t necessarily “place it on his sleeve,” stressing that he was pleased to now be serving as a chief advancement officer at a major Midwestern university, leading a team of over 20 individuals within his school.

Blaine also discussed situations where he saw fellow African Americans “passed over” for promotions, despite their having a successful track record. Blaine thought that in such instances, internal candidates should be stewarded better and even encouraged to seek a greater career opportunity within the institution, citing a situation with which he was familiar – a case that affected a co-worker recently. Blaine stated that a fellow African American development officer was a top producer on campus, and that an executive director position in his area became available, yet there was no internal conversation that occurred to encourage the top producer to pursue it:

There was no conversation about, “Hey, this position is open. We’re not going to post it right now. But here’s the update. We want you to apply for it when it does get posted, and you’ll be, you know, you can be one of the candidates.”

Blaine thought that it was problematic that no encouragement to pursue career advancement occurred in this instance.

Breanna observed that her institution in the Southeastern U.S. remained “heavily White male” at the senior level of leadership, noting that she thinks “they are preselected,” but that the university recognizes this and there is an active effort to bring in more diverse candidates for leadership positions in the future. Breanna also emphasized that there are limited opportunities to advance within her institution career-wise, which resonates with the theme Hale and Blaine identified that of making strategic, lateral career moves on occasion. Yet Breanna’s remarks are

tempered in that she notes longevity is the norm at her institution, and often when people leave, they try to come back due to positive work environment.

Sub-theme: Career advancement expected when results are achieved. In their comments about retention, Breanna and Hale remained focused on the importance of achievement and how that leads to advancement, which leads to being retained as employees. Of her institution of nearly 20 years, Breanna remarked on her upward career path, and offered that it was an encouraging environment marked by career growth. She has been able to advance from associate director, to director, to senior director, and shared that another title and set of responsibilities was being formulated currently. She believed that she had more opportunities at Gerard State University because of her area of fundraising (foundation-based), a specialized area that requires a certain level of expertise.

Hale spoke of a minimum standard of excellence that should be maintained by the individual, whereas Carl stressed the importance of the institution's role in retention. Also, Hale appreciated being part of an environment where a minimum standard of excellence is expected.

Chelsey took exception with a few matters that pertain to retention of African American development administrators. She expressed concern about advancement/development leadership "walking the talk" and practicing what they stress in theory. Her remarks hint at the theme of remaining challenges expressed by participants occasionally throughout this study:

Well, the challenges come in all shapes, sizes, and forms. It's just a matter of at what point are we going to be honest with ourselves in higher education and in advancement leadership that you may say one thing, but "are you are doing that thing?" You have to walk your talk. And, it's going to be challenging.

It should be noted that this was an expression of frustration, having worked at a university and been a part of a team whose leadership has stated that diversity should be a priority and is important, yet she clearly has not seen action steps that have followed the stated intent of recruiting a more diverse development team.

Theme: Achieving an All-Important Balance

Four of the five informants indicated that professional release time was an important consideration. Professional release time in this context pertained to ongoing work-related training, such as attending professional development conferences and volunteering with professional organizations within the nonprofit and higher education fields. In this context, participants commented on “an expectation of balance” at their institutions. Whereas achieving metrics goals for fundraising is stressed, there also is an expectation to be involved with fundraising councils, local nonprofits, and interest groups, but it is not always built into the criteria by which they are judged in their annual performance reviews. All respondents emphasized that it was an expectation of their roles, and Chelsey remarked that she was a part of a leadership team that set annual goals that include the expectation of development administrators to join a board and/or volunteer. Carl echoed that it was a part of the culture at the institution they share, but no special rewards were linked to fulfilling this expectation. And he shared that at his former institution, one’s lack of involvement with organizations like CASE was perceived by some as being derelict in one’s work duties. Breanna exemplified “balance” via her involvement with other organizations, citing involvement with AFP, AADO, National Philanthropy Day, CASE, a community grant maker group, and several other boards, though her stance was that there was not necessarily an expectation that she is involved. In sum, if their institutions valued involvement in areas on the periphery of their main job duty – even if work

performance review did not factor into their job performance – then they were more likely to be involved, despite no formal professional release time policy.

One resounding theme was that of development administrators balancing the primary role for their institutions with what might be considered “external” or “peripheral” matters of importance related to their primary job roles. All stressed that the primary goal was to book visits with and obtain philanthropic gifts from financial supporters of their institutions. Another theme is that internal and external volunteering, committee service, and community engagement involvement depends upon the administrators’ level of professional role. Those with an external component obviously need to be more visible in the community. Two of the participants mentioned that an expectation of having more of a presence in the minority community was expected, though Blaine cited that with Hispanic community instead of the African American community. Further, Hale cited how he feels that his service in the community sends a signal that African Americans were involved – a point that is key for his former institution in the Midwest. Hale remarked: “So we need you to go beyond representing, but after a while that [gets] kind of old.”

He expects that the bigger point of being the “university’s representative” on key issues is more important than his ethnic background. He also shared that even though he had just transitioned to a new employer in the Midwest, that contact with the community had not been yet named as a priority in his new role. Even though he knows there is an external portion of his job, Hale thought that he would be able to drive that process, stating that he would choose to be engaged in an effective manner, but that thus far, “no one has gone out of their way to say, ‘Hey, Hale Middleton, here is the African American staff organization,’ if such thing existed.”

Breanna echoed that there is no specific expectation of her involvement with community groups, but that she perceived “an appreciation” on the part of her employer for her involvement. She strived to be a leader in this regard, thus bringing visibility to her institution. As a long-time, well-placed employee, this is a natural role for her, though she noted it is not expected. Not only did she start the AADO, but she maintains involvement with the local AFP, National Philanthropy Day (within her institution), and the grant-making network in her community. Carl cites family challenges for the reason of his less-than-stellar contact with community groups, thus having minimal involvement. Finally, Chelsey – another long-serving development administrator – noted that as part of a leadership team at her institution, they recently made community involvement a part of the expectations and yearly performance reviews, yet stressed the primary goal of bringing in private donor revenue:

We just made it as a workplace expectation. I mean, we wanted to focus on fundraising, but if there are other opportunities that arise that they’re interested in, these people understand that they can just be involved as long as they reach the fundraising goal.

Special attention was granted to participants stating the importance of having a “beyond diversity experience” being key to career balance and success. According to Cleveland (2004), African American higher education administrators are often assigned a portion of their duties that relate to diversity-oriented subject matter. Yet, many of the participants cited the theme that in order to advance their careers, they had to take on “bigger, more important subject matter” and relished the opportunity to do so. Blaine spoke about how he appreciated the opportunity to approach his former vice president for advancement with ideas of projects that he wanted exposure to, which would ultimately help him develop professionally. As one of only a very few African American development administrators in his development division, he noted that his

particular office was on the same floor as the university's diversity office, but he did not elaborate further as to why his office was located there. Blaine also appreciated the opportunity to work on a data task force for the university, as well as with parent fundraising programs, neither of which deal with diversity-related subject matter. Hale specified that he resented the few times he was pegged to perform diversity-related development efforts, a theme that he reiterated throughout this research project:

I always try to be careful and I try not to make myself the voice of the "Black reunion," which I think is kind of ridiculous. No one ever said, "Greg," for instance, "is the voice of the White community," right? So it's such an interesting dichotomy in the way we allow this.

Hale stressed that he enjoyed opportunities beyond diversity-related work, like being a part of the enrollment management team at his institution, adding that it helped broaden his ability to ultimately relate better to alumni. Breanna stressed the importance of pairing up volunteers and donor prospects with the right development person, which she believes sometimes, but not always, goes "beyond the diversity experience":

... when you're identifying the right individual to be the person – that foundation executive, that alumnus, that friend of the institution, that potential donor is going to identify with because of whatever resonates with them. It might not be me. Even though I'm the development officer, it might not be me. It could be because of color. It could be because of gender. It could be because of experience.

Breanna made a point that has been made by other participants in the study as well – the value of competence and how competence offsets other factors, in her view. She indicated that there was power in demonstrating her value in the right setting. By demonstrating that she is

being listened to and “invited to the table,” her gender and color do not matter because she is showing value to those who are “already at the table.” Breanna specified that sometimes as opposed to focusing on being excluded in high-level conversations, it is better to demonstrate your value by positioning yourself to be consulted or invited into the conversation. Breanna’s point was that “sometimes it isn’t all about the things that we think that make us different that is excluding us all the time.”

Carl did note, however, that some “diversity-related work” within one’s role is seemingly unavoidable, stating that his vice president of advancement volunteered his services on a diversity committee, which was established to help with re-accreditation efforts. His boss remarked, “We want to make sure we’re tied to diversity. So let’s have a diversity committee meeting, and [then he] straight up volunteered my name for it.”

Finally, the overarching visual portion of Jackson’s model reads “Establish relationships with the surrounding African American community,” thus relating somewhat to the community involvement that is expected of development officers as part of their duties within communities. Of note, the participants primarily remarked on their relationships or the expectation of relationships to the overall community, more so than the African American community in particular. While this data does not map to the model’s very specific prescription, it is important to include the data and any themes that resonated with the participants. It could be that they did not want to offer such a narrow scope given that every participant works at a non-HBCU institution; or, because of the administrative level of responsibility that each holds at his/her respective institution. Further, establishing relationships in the surrounding community often leads to career success and fulfillment. Opportunities external to one’s profession also contribute toward achieving balance – a desire of the majority of the participants in my study.

Theme: Career Challenges Related to Personal Demographics

Sub-theme: Race as a factor and the perception of ‘having to do more’. “I have to do more” is a resounding theme that came out of this research project. Blaine shared that his perception is that as an African American development administrator/fundraiser, he had to have more items in his toolkit. He asserted that as a minority “you have to be more of a star, I think, than a non-minority.”

Hale’s remarks exemplified the point that Blaine made when he talked about wanting to be a shining example and to prove that some of his former institution’s creators were “dead wrong on the issue of race and integration.” He remarked that he was not going to allow the past to limit his opportunity, “because if I don’t stay at [Spring Lake State University] and have this great success, maybe the next university doesn’t look at me. I mean who knows?” Hale remarked that sometimes he meets other African Americans in the field who are focused on how they have been wronged, and that “we don’t always look at these opportunities to change the conversation.” Hale also cited wanting to have great success by excelling, thus ultimately showing that African Americans can serve as successful development administrators within the realm of his specific predominantly White institution’s poor race relations history. While he admitted to having experienced some workplace discrimination, Hale did not focus on this as he moves his career forward, stating that he does not dwell on past shortcomings of race relations in the US.

When speaking about one of her mentees, Breanna told a story of an African American female who was insecure about herself prior to an interview for a development administrative position. When she ultimately did not get the position, “it hurt even more because she didn’t know why she didn’t [get the job],” so Breanna agreed to inquire of search committee members

she knew. Most individuals questioned cited lack of experience on the interviewee's part, stating that the individual was "not polished enough" or that she did not interview well. Citing another story, Breanna shared that she has experienced first-hand the shock on people's faces when she has shown up for face-to-face meetings:

Well, my name is Breanna Peach. My name is European, straight up European. And before I got married, my maiden name was Smith, so Breanna Peach Smith. I responded to someone looking for a roommate. We talked on the phone and she couldn't tell from my voice at all. So we talked and "I'm Breanna Peach" and the whole thing. And I got to the apartment and she opened the door. I saw her almost pass out. She said, "Yes, can I help you?" I said, "I'm Breanna Peach." And she said, "Excuse me?" She was like, "What? Huh?"

Further:

When I worked for the [African American-related nonprofit], I had worked with this gentleman on this venue for this big event. I finally met him. He said, "Well, where is Breanna Peach? I have been talking to Breanna Peach this whole time." I said, "That's me." And he said, "What?" So anyway, yeah, it can happen either way.

When discussing other matters pertaining to race, Breanna shared that she grew up in suburbs, attending predominantly White schools in the 1970s. She stated that her White friends would tell her that she "sounded White" and that she was "different from other Black people."

Breanna offers the following explanation:

I mean I grew up hearing that and understanding it. Nowadays, it is so easy to offend. So people take offense with a "You sound White" because "What is White?" Do you know what I mean?

Breanna emphasized that while not speaking for an entire race, she personally becomes frustrated when individuals use incorrect grammar, pronouncing words like “aksed” as opposed to “asked,” or using the wrong verb tense. Breanna stressed that this often leads to having one’s intellect judged within the workplace. Citing one specific person she knows, Breanna remarked:

You can have – I mean I actually know someone who has three master's degrees and she is phenomenal. But because she makes errors, grammatical errors, she has been passed up on promotion at the institution where she is.

Carl’s thoughts on “race as a factor” primarily were within the realm of donor communities where his institution in the Southeast is located, and while interesting, they are outside the context of the scope of this research project. Chelsey thought that often in her role as a development administrative leader at a majority minority (Hispanic) institution, development candidates are referred to her “because it’s a Black candidate or recruit.” Her frustration builds when she learns upon interviewing or speaking with them that they were viable candidates for the original position that they applied for, thus posits that they are recommended for her area due to them being African American and her serving as the only African American female, in an advancement team of over 125 people, at her institution. Chelsey posits that if you are a majority development administrator, then you are embraced much more quickly, and that small issues, such as search committees not being able to pronounce African American names, sometimes determines whether they are chosen to be put forth for an interview:

You may not have exposure to development or development experience, if you may; whereas, if someone of color who did, it’s just tougher. I still see that and not only with the hiring practices here but also at [University of X – her previous, private institution]

when I was there because if they couldn't pronounce the name, then that person was not moved up to the next round.

Chelsey also shared an experience where she was mistaken for being someone's assistant, not unlike what Breanna mentioned experiencing at points in her career. She shared that she was approaching a candidate that she had never met in a lobby and the following exchange occurred:

Then she puts up her head like, "Let me finish my call." And so I stopped and my eyebrows went up like, "Oh, okay. Interesting. You're already late but sure. This must be important." And then after I introduced myself as the person interviewing, she had a totally different response, as opposed to me being someone's assistant walking to come to escort her to her meeting.

Despite this professional slight by the interviewee, the candidate was the final selection of the majority search committee – and she held no prior development experience. When speaking about service on a search committee, Chelsey echoed Breanna's input earlier when stating that often, factors other than race are cited as moving certain individuals forward. This is her perception based on service on multiple search committees:

It's totally fascinating. You can see who got more advocacy during the decision-making process and those who did not. There was a woman who was Indian. I think she worked for Wake Forest or some medical school. And I'm talking about major gift officer experience all up and down. They [fellow search committee members] could not pronounce her name so they were just like, "Well, no, she looks like she's young," or this, that or the other.

Finally, Chelsey posited that race is a factor, but in a different way, at her majority Hispanic institution. She observed that, in general, the importance of social relationships takes

precedence over all matters in terms of how business is conducted. This point is outside of the scope of this research project, but Chelsey posits that both gender and social relationships dominate decision making at her institution, leading to decisions such as who gets to have lunch with candidates as compared to who just has an hour-long, shorter interview meeting with candidates. “It’s a good ’ol boy network but not all for Whites. It’s Hispanic.”

Sub-theme: Gender as a factor. In addition to what Chelsey mentioned in terms of the role gender has played at her current institution, such as “boys-only” lunches with job candidates, Breanna puts forth the “mixing” or “double effect” that being both an African American and a female can play in the workplace. She specified that sometimes the focus on diversity is in regard to ethnicity or race, and that we do not pay attention to the cumulative effect that occurs when gender is considered. Breanna spoke of being both a woman and an African American. She perceived that she has experienced two types of workplace discrimination simultaneously due to her color and her gender. In this context, workplace discrimination is defined as experiencing limited opportunity or opportunity to provide input given one’s race and gender, among other factors (Green, 2003). At her tech-savvy institution, where the majority of leadership positions are filled by men, the topic is often broached during a campus women’s group. Breanna stated that there is the challenge of being a woman in her field that men do not recognize, thus they “devalue your input and you are sometimes not invited to the table for meetings.” When compounded with the issue of ethnicity, Breanna specified:

But then we kind of throw color on top of that and sometimes you feel like it almost puts you a few rungs down more, not only you’re a woman, but you’re an African American woman. So you just really knock yourself out of being valued. That’s not all the time. It certainly isn’t, but it happens.

Of gender differences, Hale noted that males achieve certain career levels in university development administration faster than females, in his view. Yet he held steadfast to the role of personal responsibility and one's occasionally creating his or her own "glass ceiling." Hale thought that while there may be issues in this regard that you have to take charge of your situation:

... but it's all about how you navigate and stay in control of your own destiny as best as you can and not allow other factors to cloud your judgment, because sometimes you miss your blessing, if you will, because you are so focused on who might take it away from you. You don't realize that that person might be you.

Of note, whereas both female study participants remarked on gender as a factor, only one of the three male participants did. Finally, Chelsey discussed the strong male/female divide as part of the culture at her majority Hispanic institution:

I'd say with our leadership team, they were more – what's the word I'm looking for? Like "the boys" and there have been instances where "boys" are getting together to do things, and "the boys" – there's a difference between male-female relationships here and how it's handled.

The exclusion that Chelsey experienced is a clear example of overt exclusion, within the workplace landscape. There is no subtlety in this example of exclusion, and illustrates how discrimination can take several forms depending upon various workplace, and perhaps, ethnic cultures.

Sub-theme: 'Crossing over': The challenge of transitioning between HBCUs and non-HBCUs. The theme of transitioning to and from an HBCU setting as compared to a majority institution was noted on several occasions by the study's participants. Some

participants had experience first-hand, while others had preconceived notions of what a transition would be like if they ever experienced one. For example, Hale offered that professional colleagues and family members had asked about the possibility of his potentially transitioning to a leadership role at an HBCU that was in close proximity to his former, majority institution. However, upon review of what type of institution resonated with him personally, there was no particular professional appeal – either of the specific institution or of serving at an HBCU in general. Breanna noted that she has had concerns of mentees looking to transition into roles of increasing levels of experience. Breanna noted that colleagues have had challenges when they attempted to “cross over” from HBCU employment to majority institution employment:

What I’m concerned about when I talk to individuals who come to me and say, “I haven’t been able to get a job.” I had talked to one and she really broke my heart because she was really, really a savvy fundraiser. She comes from a big majority institution. She wasn’t coming from an HBCU, which often we’ll hear can be a challenge sometimes if you’re trying to transition from an HBCU to a majority institution.

In terms of the first-hand experience, Carl had insightful observations worthy of reporting for the sake of this research project due to his professional background. Of all the study’s participants, Carl is the only one who had experience serving at a majority institution, an HBCU, and a majority minority (Hispanic) institution. To summarize, Carl shared that based on his experience, HBCUs are quite familial in nature and paternalistic to a certain extent, often hesitant to change current practices. Also, the subject of “diversity” can be a sensitive subject at HBCUs:

But when you start talking about getting more non-African Americans or non-Black people on to campus, then it’s like, “Hey, are you trying to take [former institution] away from us?”

He expressed that this makes trying to innovate and bring in new ideas as a younger employee very difficult. Carl cited ageism as an issue at HBCUs as well. When transitioning to a majority institution, one has to work to adjust, according to Carl.

When comparing university development as a profession at HBCUs as compared to non-HBCUs, Carl offered a blunt comparison, citing that the two are worlds apart, in very different stages of life. Carl believed HBCUs are often at stages of “infancy” in terms of fundraising as compared to development being at a “more mature stage” at his current, non-HBCU employer. He shared that often HBCUs have not engaged in capital fundraising campaigns, which obviously limits the career prospects of any African American development administrator trying to “cross over” career-wise to work at a non-HBCU. While Carl attributed these differences to the HBCU/non-HBCU divide, it could be considered that this is more of a private/public institution issue given the rich history of philanthropy at private institutions as compared to the relatively new development and private fundraising efforts at public institutions.

Theme: Personal Considerations and Relational/Family Issues

Carl offered data that Hale reiterated, in that the transition from student to professional at his alma mater was difficult because he had to establish himself to be viewed as a professional and no longer a student. While individuals may experience this in business when transitioning from being an intern to a full-time employee, this transition is particularly pronounced within the university setting. Carl offered that it is challenging to be taken seriously at the institution from which one graduated, “even though you would think they value the education that they gave you, it’s kind of a big hurdle to overcome.” Also, he noted that it is difficult to enact any meaningful change with individuals who have served as employees for several years and knew you as a student, citing a certain level of ageism to overcome, as well as resistance to change:

The older people who have been there for a long time are really holding on and not trying to let go. So if you're a younger guy trying to make change and innovate things, change how they've done things, "Well, we've been this since [the beginning/founding year] and you're trying to change it?" is the reaction.

An issue that seemed to be somewhat pronounced for African American development administrators – though it could be argued that this is true for most everyone in the university development and broader workforce – was the importance of family in terms of career decisions, such as type of institutions served and physical locations of those institutions. For many of the participants, they are the most successful individuals, career-wise, of anyone in their immediate and extended families. Carl talked about the need to be closer to his wife's family in the Caribbean, which facilitated a move to the geographic area where his institution is located in the Southeastern U.S. Hale discussed the pressures of serving at his wife's institution one day, even though it is in a different geographic location and is a small, private, liberal arts institution, as opposed to where all of his development experience has been, which is at two different large, public, research-oriented institutions. Breanna discussed the pressures of serving an institution in a region far away from where the majority of her family resides. Chelsey's last two institutions have been in an area of the country close to her family's origins. While these findings may be beyond the intended scope of the research project, the importance of family considerations to African American development administrators was raised on several occasions during the interviews.

Summary

In summary, while the lived experiences of African American development administrators is broad and runs the gambit of what might be expected, there are consistent,

recurrent themes that arose during the course of this study: (1) pipeline into the profession; (2) on-boarding and investment; (3) respect leads to loyalty; (4) achieving an all-important balance; (5) career challenges related to personal demographics; and (6) personal considerations, relational and family issues. Further research is needed on themes that emerged outside the context of Jackson's ERA Model, as well as some themes that were identified within the context of his model. The utilization of this theoretical framework as a guide allowed for the exploration of this important topic and hopefully leads to further research that examines very important matters in the university development profession, which operates within the context of a drastically changing world, and which serves an increasingly diverse U.S. population.

CHAPTER 5: CONCLUSION

Introduction

The purpose of this study was to explore the lived career experiences of African American development administrators who work at public universities. Via qualitative, narrative research, a set of emerging themes developed during data collection and exchanges with the study's participants. The findings of this study might serve multiple purposes – from improving human resources (HR) practice, to diversifying the university development administrative workforce of tomorrow, to informing university leaders of this experience and perspective, to motivating future research. This chapter is organized into several sections: a review of the study, a review of the methodology and framework used to guide the study, a review of the study's research findings, emerging themes, literature support for the majority of the themes, implications for HR practice, and finally, recommendations for future research, recommendations for practitioners, and theory development considerations.

Review of the Study

Participants in this study provided key data to address the core purpose of the study: to explore experiences directly from those who have lived them. Perceptions of the effectiveness of engagement, retention, and advancement efforts of African American development administrators at public higher education institutions were examined. The importance of building rapport with participants via the African American Development Officers' Network during the past few years should not be understated. Development skills that I have honed during my career such as building rapport with participants over time, establishing commonalities, and encouraging a healthy and informative dialogue were utilized during the course of this research. In this way, I served as an instrument during the course of this research

project. Still, one of the prevailing challenges when interviewing participants who have reached a certain level in their careers is to get participants to share in-depth, personal stories. In some instances, responses to my inquiry were returned in the form of deflection to others, or answered using hypothetical language. This may have made it easier for participants to freely divulge informative data comfortably given the sensitivity of topics covered during the course of the research. The participants are active leaders in their professional field accustomed to assuming responsibility and exhibiting leadership and the data provided reflects that fact. Recurrent themes emerged during the researcher-participant dyad, which are examined later in this chapter.

Review of Methodology and Framework

The scaffolding and guide of inquiry for this study was provided by Jackson's (2004) ERA Model, which explores four key phases: pre-engagement, engagement, advancement, and outcomes (Cleveland, 2004). In some instances, the data meshed well with the framework; in other cases, it did not. Each stage of the ERA Model has sub-stages, and the model assumes, in part, a commitment to the principles of diversity, as well as the establishment of relationships with the surrounding community. Elements of the pre-engagement phase are: recruitment, orientation program, and incentive packages. The following phase of engagement consists of empowering administrators, providing leadership opportunities, mentoring, and offering in-service professional development. The third phase of the model is the advancement phase, which consists of offering professional release time, providing professional development funds, and going beyond the "diversity experience." The fourth and final phase of the model concerns outcomes, which consists of both actively retaining employees and creating career advancement opportunities (Cleveland, 2004).

The use of the ERA model could be considered as an application for all university development professional leaders given its universal appeal and elements addressed within its structure. However, it is important to note that the framework has a high level of focus on one's professional life and does not account for elements outside of one's professional persona, such as personal considerations, for example, which was a theme that emerged during the course of this study. While reviewing the framework, one may well consider the applications and implications that could apply to individual institutions or to specific higher education administrative fields such as university development. However, one might also consider the role that individual administrators play in their own career trajectories when considering key elements outlined in the model. It is important to note the framework's flexibility and potential uses, in addition to its limitations of primarily accounting for one's professional life irrespective of external forces and influences.

Review of Research Findings: Emerging Themes

Six themes were identified during the course of the study, some with several sub-themes. The themes are organized in an order that reflects an employee's relationship with his or her employer, beginning with pipeline concerns and concluding with personal considerations.

The first broad theme concerned the pipeline into the profession – observations, concerns, and ideas and included the following sub-themes: (a) “I fell into development”; (b) “the only” or “one of a few”; (c) beyond self: lack of awareness of university development field's existence; (d) self-promotion; (e) overt “concern” for African American candidates; (f) creating and seeking opportunities to address pipeline concerns; (g) skepticism of recruiters feeding the pipeline. The second theme that emerged was on-boarding and investment and included the following sub-themes: (a) initial on-boarding impressions are important to sustaining a pipeline into the

profession; (b) overwhelmingly critical perspectives regarding orientation efforts; (c) “Invest in me; I am worth it;” (d) external and internal investment in one’s career is appreciated and necessary; (e) mentorship as a responsibility; (f) in-service professional development perceived as investment in one’s career. The third theme, respect leads to loyalty, contained the sub-themes of (a) encouragement to pursue higher offices is appreciated and (b) career advancement is expected when results are achieved. The fourth theme that emerged had to do with achieving an all-important balance, with special attention to having a “beyond diversity” experience as being a key to career balance and success, and how relationships with one’s surrounding community contribute toward that balance. The fifth theme that emerged, career challenges related to personal demographics, included the sub-themes of (a) race as a factor and the perception of having to do more; (b) gender as a factor; and (c) ‘crossing over:’ the challenge of transitioning between HBCUs and non-HBCUs. A sixth theme of personal considerations, relational, and family issues also emerged.

The Meaning of Several Emerging Themes from the Study

In many cases, the themes and sub-themes that emerged during this study can be tied back to the literature. In such instances, I have highlighted those themes and sub-themes in this section. The theme of “pipeline into the profession,” or, growing African American development administrators’ participation in the university development field, emerged as the most prominent theme of the study. Pipeline concerns have been researched extensively in different aspects of higher education employment, as well as in different genres of professional-level work such as business and medicine. Siegel (2008) found that higher education institutions have used a multitude of strategies designed to improve recruitment and retention efforts when attempting to attract minority faculty and staff, for example. The higher education institutions

have often done this at the encouragement of both governments and private industry, in addition to foundations and various nonprofit organizations (Siegel, 2008). It would seem that the university administrative sub-area of university development has proved no different in terms of on-going pipeline staffing challenges.

One sub-theme that emerged in pipeline issues was “the only” or “one of a few,” which harkens to Turner’s (2008) work, where one of the negative workplace factors that emerged when she compiled 30 years of data included “tokenism.” It is important to note that none of the five participants in the study referenced this terminology, or the noun “token,” which is likely used as a slur in today’s workplace vernacular. Another sub-theme of “lack of awareness of the university development field’s existence” among African American undergraduates is supported by Bowman’s (2010) work. He found that many young African Americans rarely pursue university development as a career field because of limited exposure to the administrative specialty itself, because it is not viewed as a viable option, and because some African American students question university development’s validity as a serious career choice. The assumption was that working for a nonprofit means a small salary, among other misconceptions of the professional field.

Another theme of racism identified by Turner et al. (2008) is exemplified in the sub-theme of an overt “concern” for African American development administrator candidates. African American administrators in this study witnessed this “concern” sometimes expressed by non-African Americans. “Concerns” being expressed are considered subtle racism by participants in the study, in that this occurrence often unfolds during search committee proceedings and deliberations. In essence, participants perceived this as a threat that potentially hinders or blocks the pipeline of African American talent that could flow into the professional

field. Further, and to some extent, sexism was another theme that emerged during data collection. “Gender as a factor” was acknowledged by the two female participants in the study and one of the three male participants in the study. This sub-theme relates to Turner et al.’s (2008) work coupling racism, sexism, and classism as related themes in negative workplace factors over the last 30 years in higher education workplace research.

Within the on-boarding and investment theme, an employer’s commitment level emerges as an important factor to participants of the study. Positive self-concept, or high self-esteem and perception of effectiveness as described by Judge, Erez, and Bono (2011), emerged as a sub-theme in the on-boarding and investment theme. It can also be linked back to the literature provided by Alfred’s (2001) work regarding “taking ownership” and actively “refusing the negative conceptualization of marginality” (pp. 8-9). Positive self-concept or the belief that if one works hard and does a good job, one’s work would be rewarded, best aligns with Alfred’s (2001) rejection of “negativism,” which, while focused on the issue of women in the higher education workplace, puts forth the conclusion that social science theory “must constantly be tested with data from the real world and revised to make it more consistent with social realities” (p. 9). Her work posited that women’s refusal to accept the insubordination to others in the workplace is a rejection of tokenism and resonates with data provided by the participants in this study. This study’s participants self-affirmed their work performance, tying their individual efforts to career success.

Cleveland (2004) posited that African American higher education administrators are often assigned a portion of their duties that relate to diversity-oriented subject matter. Multiple participants discussed the importance of broadening their career horizons by actively pursuing opportunities that do not deal with diversity-related initiatives. One participant expressed that he

rejects the notion that he could serve as the “voice of the ‘Black reunion,’” stating that it was ridiculous that one person could represent a large group of African American alumni, who have diverse interests, thoughts, and considerations in the aggregate. However, another participant conceded that some level of “diversity work” was seemingly unavoidable and cited examples of assignments that he had received during his career that he believed were given to him due to his race.

Being a positive example of workplace diversity and seeing a diverse work team established by advancement leaders were two issues emphasized by participants as important workplace factors. It could be argued that being a positive example of diversity is akin to Alfred’s rejection of negativism and a stance to reject a subordinate status in the workplace. Among participants, the perception that heads of university advancement / development need to be committed to achieving a diverse workforce is synonymous with the foundation of Jackson’s model, which stresses the importance of commitment to the principles of diversity and affirmative action – an assumption identified in Chapter 3. There is an underlying assumption that diversity and commitment to diversity principles have provided an underpinning for staffing, faculty, and administrative issues at higher education institutions.

Mentorship as a responsibility emerged as another sub-theme among the study’s participants, as part of the overarching on-boarding and investment theme that prevailed based on collected data. Blackwell (1988) linked mentorship as a major factor when the goal of retaining African Americans in higher education was a focus, effectively arguing that mentoring serves as an intervention that often led to reduced attrition. Dixon-Reeves’ (2003) work supported the notion that mentoring is of high importance to African Americans in higher education, citing that the five-fold typology of mentoring experiences should ideally include:

peer counselor, adviser, role model, sponsor, and coach. Direct data provided by this study's participants reflects this typology, as participants reflected on different aspects of their careers that included their roles as mentee, mentor, role model, and helping others when they discussed "mentorship as a responsibility," such as sponsorship and coaching roles served.

The importance of external and internal investment in one's career emerged as another sub-theme reflected in the literature. The perception that professional development is an investment in one's career was also a sub-theme identified by participants. Alex-Assensoh (2013) envisioned incorporation as a process of power-sharing and institutional change with the goal of having a positive influence and effect at institutions where marginalization was experienced previously by excluded groups – primarily at predominantly White institutions. Thus the participants' identification of wanting ongoing professional development and investment in their careers is synonymous with what Alex-Assensoh envisioned as crucial for positive organizational change. An example is when a participant shared that he expected employers to invest in his future as an appreciation of his efforts, as evidenced by his wanting access to key development leadership conferences tied to his annual review.

The decreased funding of career development and education being experienced by the study's participants was in direct conflict with the participants' collective desire expressed in the on-boarding and investment theme that emerged during the study. This divergence between what participants would prefer and what they perceive as actually occurring in the field could be cause for concern for higher education institution and university development leaders. Development leaders facing difficult budget situations at public universities must consider the potentially negative effects and retention challenges before divesting in professional development programming for diverse employees.

A lot of research pointed to ethnic and racial minorities experiencing marginalization on campuses (Aguirre, Hernandez & Martinez, 1994; Boyce, 1993; Johnsrud & Sadao, 1998). Alfred (2001) discussed minority higher education workforce members whose work tended to focus on ethnic issues and related matters feeling devalued and dismissed by some colleagues. Workplace discrimination literature explored negative workplace factors, in part, some of which were experienced by participants in this study, such as the example of search committee dynamics. Concerning this point, the participants stressed that the sub-theme of their professional work achieving a “beyond diversity” experience had implications for achieving balance and contributed to overall career success.

A theme of career challenges related to personal demographics emerged. Sub-themes of race as a factor, the perception of African-American development administrators that they must “do more,” gender as a factor, and finally, the “double effect” of both race and gender combined are mentioned. Also, the subject of “crossing over” which relates to the challenges administrators experience when shifting from HBCUs to non-HBCUs as employers was a topic of concern and discussion.

Personal considerations that could impact family, such as the amount of higher education and professional degrees obtained by participants, were among the research findings. Commitments to furthering one’s education during the course of one’s professional career can affect families and relationships due to the time commitment necessary. Despite these challenges, the participants in this study exemplify what Jackson and Daniels (2007) found of African Americans in two other major higher education administrative areas. Specifically, they found that African Americans in the administrative sectors of academic affairs and student affairs had often attained higher degrees and professional credentials than their White

counterparts. The theme of this study's participants holding advanced degrees is an important research finding to be shared in this conclusion. Jackson and Daniels (2007) also found that African American higher education professionals are less involved in research, yet more involved in administrative activities. Given that participants in this study were African American development administrators, they have an established interest in increased involvement and exposure that varied administrative experiences offer, as opposed to increased research involvement. Finally, other themes emerged, such as transitioning between employment at HBCUs and PWIs, and the consideration of other relational/family influences as factors, such as geographic location considerations. It certainly is true that these themes would also be identified by non-African American development administrators as well, thus could be explored in future research with different populations.

Recommendations for Future Research

Future research might examine data provided by other ethnic minority groups such as Hispanics, Asians, bi-racial individuals, or others. Also, research could be conducted regarding White participants who work at HBCUs about their lived career experiences. Further research could be conducted concerning the factor of gender on development administrators' perceived experience, or the "double effect" of being both an ethnic minority and a female development administrator. Such research would add to an area of substantial inquiry that exists already, yet would be focused upon higher education administrators experiencing the perceived practice of racism and sexism in the workplace. Other marginalized groups may offer a perspective regarding the lived career experiences of university development administrators. Further, exploration of the lived experiences of minority groups who work at private institutions may be an area of future research. Research could be conducted with majority individuals who work at

HBCUs to see if their lived experiences are similar in nature. Other areas within university advancement such as marketing, public relations, or alumni relations could serve as sub-specialties to be researched, along with the special considerations listed above.

In order to enhance Jackson's ERA model, academics may want to incorporate learning opportunities via graduate assistantships and internships that would effectively create a "grow your own talent" mechanism whereby practitioners could recruit future development officers. Any pipeline model that could be developed would precede the pre-engagement portion of Jackson's ERA model given that his model is constrained by the professional lens through which it was created, irrespective of African Americans being exposed to the field of university development as undergraduate and graduate students. A pipeline created at the individual institutional level would primarily improve the recruitment portion of the pre-engagement section. Mechanisms or incentives could be created that entice African American students in certain academic fields to explore the university development profession through established academic programming or coursework. Given the need for pipeline creation according to participants in this study, the focus on the recruitment portion of Jackson's ERA model is appropriate and is the area whereby the existing model could be most improved. Jackson's model also has the limited scope of considering the individual as undergoing a process, of sorts, imposed by individual institutions. To some extent, it does not consider or account for larger forces beyond the scope of individual effort or institutional process – some of which were identified in emerging themes from this study such as subtle racism and sexism, for example.

Recommendations for Practice

In order to further develop the framework and address implications for human resources offices, higher education institutions, and the field of university advancement, leaders in these

areas must consider the benefit of structured opportunities for those pursuing a career in university development, thus leaving less to mere chance. Participants in this study valued the early stages of employer-employee interactions with one another greatly. The “courtship” phase of employer-employee relationships was especially important to the participants, and they provided rich data relating to the recruitment phase and orientation/training portions of the relationships with their employers. It would seem that participants placed special emphasis on “how the stage is set” in terms of initial interactions and interests in them as prospective employees or team members. The African American development administrators in this study also had strong concerns for “pipeline issues” in terms of engaging, recruiting, retaining, and advancing fellow African American administrators within the field of university development in the future. While some issues included a lack of knowledge of the field’s existence, other concerns could be linked to negative workplace factors, such as racism, sexism, and obfuscation of effort by non-African American development colleagues and leaders who serve on search committees, for example.

A few ideas for the development field’s consideration based on my experience interviewing a limited number of participants in the specific sub-field of university development for this study include: institutional leaders, specifically advancement leaders, must consider creating their own pipeline of university development talent at the institutional level by providing more entry-level opportunities. Internships or perhaps graduate assistantships for underrepresented groups pursuing certain academic programs such as marketing and sales, as well as journalism and public relations, may prove beneficial to the field of development, as well as a possible addition to Jackson’s ERA Model, as mentioned above in recommendations for future research.

University advancement leaders could potentially collaborate with African American campus leaders – academic and administrative leaders alike – and explore career possibilities with African American students who show promise and are already involved with other campus activities such as student government, volunteer groups, and other nonprofit organizations with a presence on individual campuses. Development professionals and leaders may serve to create a pipeline by interacting with students who hail from sales- and communications-related academic programs, as some of these students may be prime candidates for such programming.

Finally, those who “self-select” to work within the development efforts at different universities, for example alumni “phonathon” student workers, may want to pursue professional opportunities in university development upon graduation. Competitive, institution-level internships could be established and marketed to these students, thus effectively soliciting applicants to pursue opportunities such as graduate assistantships. Notably, this idea also could serve to strengthen graduate school interest and enrollment at some institutions. Further, possible third-party players such as the Nonprofit Leadership Alliance (NLA) could partner with individual campuses, or perhaps even state public university systems, to develop a pipeline of nonprofit professionals. The NLA offers a certified nonprofit professional designation to students who undergo their rigorous program, which consists of coursework, an internship, a management institute experience, and a leadership service and learning component. The NLA, which currently only has a presence on 40 U.S. campuses has a stated goal of having at least one partner campus in each state. Partnering with this nonprofit group represents an alternative beyond the borders of individual institutions’ efforts and would be an example of bridging the gap between academic leaders and practitioners. The NLA already boasts that one-third of the students who participate in their program are students of color. According to NLA leader Susan

Schmidt, students who complete the NLA program spend 50% more time working in the nonprofit sector upon graduation and are seven times more likely to rise to the position of director level or beyond. Strategic partnerships like this could help address the dearth of academic programs dedicated to philanthropy given that only 4% of campuses offer coursework related to the field (Schmidt, 2015). Should demand then develop on individual campuses, academic leadership might consider the benefits of creating a major, or at least a minor degree, in philanthropic studies.

These ideas are designed to create a pipeline of nonprofit professionals and ultimately address the early engagement phase of the employer-employee dynamic. While some ideas presented are only at the institutional level, others would address the lack of pipeline issue at the university development field level, thus potentially creating more of an impact on the industry overall. CASE, which has created the Minority Advancement Institute, has recently increased its annual enrollment from 20 individuals to 40 individuals per year. Still, more must be done to address this important, persistent issue within the field of university development at public institutions of higher education. Perhaps CASE should consider collaborating with public university systems throughout the United States on this important topic.

Conclusion/Final Thoughts

This research was conducted at a time of racial and social unrest in various regions of the United States, including Ferguson, Missouri; New York, New York; Baltimore, Maryland; and Charleston, South Carolina, to name a few. Protests in major cities of multiple regions throughout the country occurred. As a White researcher performing cross-racial/cultural research, I feel privileged to have had study participants share detailed information and to have not "held back" in terms of providing valuable data that furthers the literature about African

American development administrative professionals. In a society that is growing increasingly diverse ethnically, among other ways, and where college graduates reflect this increased diversity, it is important that further research is done concerning ethnic minorities and other marginalized groups who serve within the profession of university advancement.

While this project only collected data from one ethnic group, in one sub-area of university advancement (development), and primarily from participants in one area of the country, it hopefully encourages others to perform academic research in an area of university administrative life that is often seen as ancillary and somewhat disconnected to the academic core and mission of university work, as compared to academic affairs or student affairs. Given that university development is likely a growing profession due to decreased state and federal funding at public higher education institutions, more research and attention to pipeline issues and matters concerning diverse individuals must be performed for the sake of this growing professional field of university administration. Perhaps human resources offices and professional recruiters, university administrative leaders, and especially advancement /development leaders should address the data outlined in this research project, as African American development administrators become increasingly vital to the success of university development efforts at public universities in the future.

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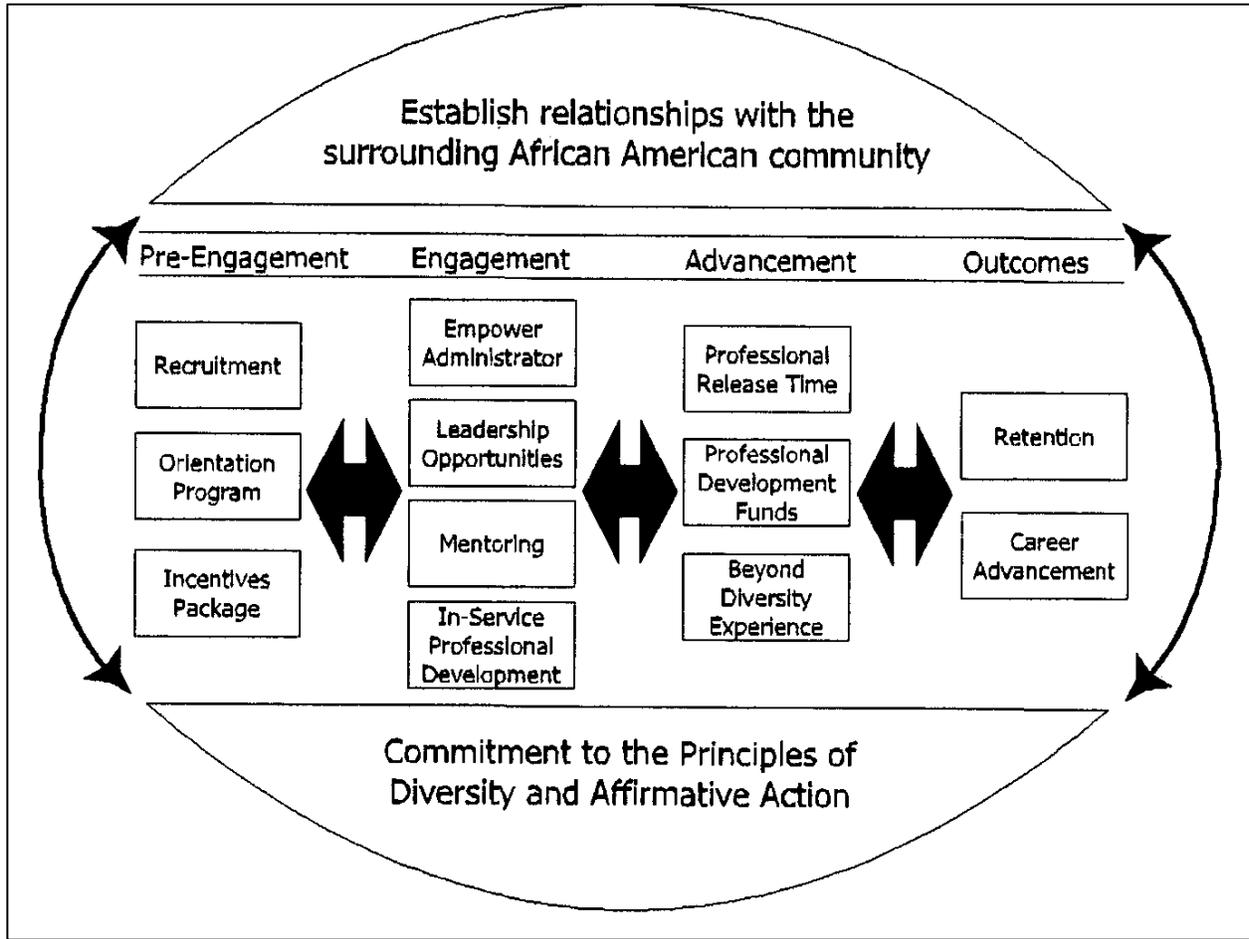
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APPENDIX A: JACKSON MODEL GRAPHIC



An Emerging Model for Engaging, Retaining, and Advancing African American Administrators at Predominantly White Institutions.

APPENDIX B: INSTITUTIONAL REVIEW BOARD APPROVAL LETTER



EAST CAROLINA UNIVERSITY
University & Medical Center Institutional Review Board Office
4N-70 Brody Medical Sciences Building · Mail Stop 682
600 Moye Boulevard · Greenville, NC 27834
Office 252-744-2914 · Fax 252-744-2284 · www.ecu.edu/irb

Notification of Initial Approval: Expedited

From: Social/Behavioral IRB
To: [Tommy Prince](#)
CC: [David Siegel](#)
Date: 12/22/2014
Re: [UMCIRB 14-002269](#)
AFRICAN AMERICAN PUBLIC UNIVERSITY DEVELOPMENT ADMINISTRATORS

I am pleased to inform you that your Expedited Application was approved. Approval of the study and any consent form(s) is for the period of 12/22/2014 to 12/21/2015. The research study is eligible for review under expedited category #6, 7. The Chairperson (or designee) deemed this study no more than minimal risk.

Changes to this approved research may not be initiated without UMCIRB review except when necessary to eliminate an apparent immediate hazard to the participant. All unanticipated problems involving risks to participants and others must be promptly reported to the UMCIRB. The investigator must submit a continuing review/closure application to the UMCIRB prior to the date of study expiration. The Investigator must adhere to all reporting requirements for this study.

Approved consent documents with the IRB approval date stamped on the document should be used to consent participants (consent documents with the IRB approval date stamp are found under the Documents tab in the study workspace).

The approval includes the following items:

Name	Description
Informed Consent Letter	Consent Forms
Narrative Research	Interview/Focus Group Scripts/Questions
Recruitment Script	Recruitment Documents/Scripts
THE "LIVED EXPERIENCES" OF AFRICAN AMERICAN PUBLIC UNIVERSITY DEVELOPMENT ADMINISTRATORS	Study Protocol or Grant Application

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

APPENDIX C: INTERVIEW PROTOCOL

QUALITATIVE INTERVIEW NARRATIVE RESEARCH: A QUESTION POOL

Data to be explored includes: How are the lived experiences of participants instructional to the field of university development staffing? Do the lived experiences instruct higher education professionals in other ways? What can participants tell us about the engagement and recruitment efforts that initially brought them to their positions at their respective institutions? What effect did retention practices have on their decisions to remain in various positions throughout their careers? What personal experiences may have led to alienation and/or marginalization as underrepresented minorities in the profession, if any? What discriminatory practices, if any, have participants perceived throughout their development careers? Have various institutional factors helped or hindered career outcomes for individuals, in their own views?

Questions specific to the framework, only used by the researcher if necessary to facilitate conversation between researcher and participant:

Pre-engagement

For each professional level position that you have held within university development:

How did you find out about this position?

Was the initial interview in person, by phone, or by other means?

Were you actively recruited for your role or did you seek out the opportunity?

Describe the agenda of the on-site interview, including the people you met, their positions, and the subject of the conversations.

What was the nature and tone of the contacts that you had with this institution during the hiring process? Did they use email, written letters, phone calls, or other means?

Reflect upon recruiting practices that you experienced when entering the profession of university development.

Recall any salient points that need to be made regarding your negotiation process with your employer. How were salary and benefits presented to you? Was there any room for negotiations?

Describe in detail the orientation program that you underwent when joining your institution.

Are issues around the subject of diversity covered at your institution during orientation? Are diversity issues discussed proactively by your institution? Or by your university advancement division? How were/are they handled, if at all?

Reflect upon your institution's commitment to the principles of diversity.

Discuss any details regarding the “incentive package” offered by your institution(s) to you during negotiations. In addition to salary and benefits, were any special “perks” such as professional development training, additional leave time, etc. offered?

Engagement

At each institution where you have held a professional level university development position:

What efforts have you made to engage with the local community organizations? What efforts, if any, have you made to connect with the African American community?

What are some of the organizations that you have become involved with due to your professional role with your institution?

Are the opportunities you have taken or have been granted that have empowered you within your institution? Such as leading search committees? Serving on internal or external institutional boards? Governance roles? Etc.?

Reflect upon your efforts to engage with the local community, both at the University and in the broader town/city area. Recall any good or bad experiences in this regard.

State the leadership opportunities that you have taken advantage of/utilize at your respective institutions. Were leadership opportunities primarily pursued by you or would you state that your employer encouraged pursuit of opportunities?

Discuss any formalized mentoring programs at your institution. Were you actively involved? Did your institution encourage your involvement?

Were any alternative plans made for time commitments that you have may allocated toward mentoring? Have you made any commitments to informal mentoring?

Do you find yourself mentoring a higher percentage of minority students/young professionals?

What type of in-service professional development opportunities have you been granted? Have you attended conferences regarding your specific area of specialty?

Have you been actively recruited or chosen to participate in organizations with subgroups pertaining to minority professionals in your subarea of expertise?

Advancement

At each institution where you have held a professional level university development position:

Have you been granted professional release time to pursue other endeavors? If so, did you actively request the time or was the subject mentioned to you by your employer? What is your opinion regarding the validity or value of professional release time? If you have been granted leave time, how have you used the time?

Describe or list/provide details of professional development conference in which you have participated. Have you been granted professional development monies that you have been able to allocate toward meaningful career development/educative causes? How often are professional development opportunities available?

Do you have to pursue opportunities that push your professional boundaries / contribute to greater learning, or are they encouraged? What activities have you participated in that you might describe as “beyond diversity experience”? For example, have you participated in groups/projects that have contributed to a better understanding of operations on your entire campus/at your institution?

Do you have to actively pursue activities beyond the subject of diversity or do they become available? Do you notice any differences internally versus externally in terms of opportunity availability?

Outcomes

At each institution where you have held a professional level university development position:

Regarding retention, what efforts have you made professionally that you would consider contributing toward your institutions' desire to retain you as an employee? What efforts have your institutions made to contribute toward the retention of you as an employee? Would you say you attracted the desire to retain you as an employee or are the efforts primarily on the institutions' part in your view?

Regarding career advancement, what efforts have you seen that entails your promotion within and outside your home institution? What professional conferences have you been able to participate in due to an investment in you by your employer (i.e., the sending of you to a conference to present, participate, learn, etc.)?

Did you actively pursue professional development opportunities, or were you assigned to participate / attend them (ex: conferences) by your employer?

Overall

At each institution where you have held a professional level university development position:

Do you subscribe to what might be described as the principles of diversity and affirmative action? If so/if not, why/why not?

Have you made meaningful connections within the African American community internal to your institution and external to your surrounding community? What proactive steps have you

made regarding the establishment of relationships within the surrounding African-American community in your area?

What efforts have you made to become involved with mainstream volunteer opportunities and organizations in your town/city area where your institution is located?

Are there any additional elements or facts that you might share regarding your experience as an African-American within the field of University Advancement?

APPENDIX D: NARRATIVE RESEARCH CONSENT LETTER

January 13, 2015

Dear Potential Research Study Participant,

I am an Ed.D. student at East Carolina University (ECU) in the Educational Leadership department of the School of Education. I am asking you to take part in my research study entitled, “The ‘Lived Experiences’ of African American Public University Development Administrators.”

The purpose of this research is to explore the lived experiences of African American university development administrators, specifically work experiences inside and outside one’s home institution. Exploratory, one-on-one interviews will help identify themes regarding the collective experiences, rewards, complications, challenges, and advantages in relation to one’s individual work within the field of university development. By doing this research, I hope to learn about participants’ collective work experiences, including the engagement and recruitment efforts that initially brought them to their positions; retention practices that have been influential in their decisions to remain in their positions and/or in the field; personal experiences of alienation and marginalization as underrepresented minorities in the profession (if any); any discriminatory practices perceived within one’s development career (if applicable); and various institutional factors that have helped or hindered career outcomes heretofore, as development professionals. Your participation is completely voluntary. It should also be noted that even if you now work at a private institution, if you worked at a public institution earlier in your career, you are eligible to participate in this study.

You are being invited to take part in this research because of your involvement with the African American Development Officers’ Network. (I have had the opportunity to attend the last two conferences co-sponsored by CASE and held in Atlanta in June 2013 and May 2014, thus perhaps we had the opportunity to meet at that conference). The amount of time it will take you to complete participation is 1-3 hours. Initial interviews will last approximately 45 minutes to 1 hour, and there may be a need for a 2nd interview at a later date. Third interviews are not predicted, but may be possible in order to give proper attention to this important research subject. In-depth conversations will need to occur between you as a participant and me, as researcher in order for us to best inform the literature regarding this important topic within our field.

If you agree to take part in this research, you will be asked questions that relate to your career in university development, which may include personal life factors that led to your interest in the field.

This research is overseen by the ECU Institutional Review Board (IRB). Therefore some of the IRB members or the IRB staff may need to review my research data. However, the information you provide during 1:1 interviews will not be linked to you. Pseudonyms for both you and your institution will be created. Therefore, your responses cannot be traced back to you by anyone. Further, please know that I will take precautions to ensure that anyone not authorized to see your identity will not be given that information.

If you have questions about your rights when taking part in this research, call the Office of Research Integrity & Compliance (ORIC) at phone number 252-744-2914 (weekdays, 8:00 a.m.-5:00 p.m.). If you would like to report a complaint or concern about this research study, call the Director of ORIC, at 252-744-1971.

You do not have to take part in this research project, and if you were to decide to do so but wish to discontinue at any point, you will be able to stop at any time. If you decide you are willing to take part in this study, please email me directly at: tgprince@salisbury.edu or contact me via telephone at (410) 713-5390. Indicate ideal times that I can contact you and a preferred method of contact. I will then be in touch to schedule an initial one-on-one interview, which will occur at a time and location most convenient for you.

Thank you for your consideration of participating in my research project.

Sincerely,

T. Greg Prince

Principal Investigator

APPENDIX E: INFORMED CONSENT DOCUMENT



Informed Consent to Participate in Research

Information to consider before taking part in research that has no more than minimal risk.

Title of Research Study: THE "LIVED EXPERIENCES" OF AFRICAN AMERICAN PUBLIC UNIVERSITY DEVELOPMENT ADMINISTRATORS

Principal Investigator: T. Greg Prince
Institution, Department or Division: ECU School of Education; Educational Leadership
Address: 1120 Camden Avenue, Salisbury, MD 21801
Telephone #: 410-713-5390
Study Coordinator: David J. Siegel, Chair
Telephone #: 252-328-2828

Researchers at East Carolina University (ECU) study issues related to society, health problems, environmental problems, behavior problems and the human condition. To do this, we need the help of volunteers who are willing to take part in research.

Why am I being invited to take part in this research?

The purpose of this study is to explore the lived experiences of African American university development administrators, specifically their work experiences inside and outside the institution. Qualitative, exploratory interviews with African Americans who work within the field of university development will help identify themes regarding their collective experiences, which will further an existing literature that focuses on other aspects concerning African Americans in higher education. You are being invited to take part in this research because of your involvement with the African American Development Officers' Network.

The decision to take part in this research is yours to make. By doing this research, I will explore the career experiences of African American administrators who work in university development: examining recruitment, engagement, and retention factors, as well as gauging the perceptions of efficacy regarding these efforts – directly from the African American development administrators' viewpoint. The research concentrates on gaining informative knowledge from participants' individual career experiences. Questions will explore participants' work experiences as university development officers, including the engagement and recruitment efforts that initially brought them to their positions; retention practices that have been influential in their decisions to remain in their positions; their personal experiences of alienation and marginalization as underrepresented minorities in the profession (if any); any discriminatory practices they have perceived in their development careers (if applicable); and various institutional factors that have helped or hindered their career outcomes heretofore, as development professionals.

If you volunteer to take part in this research, you will be one of about five to seven people to do so.

Are there reasons I should not take part in this research?

The research participants will be actively employed African American university development administrators with, ideally, 10 or more years of experience in the field. Participants will hold, or have held, an administrative level position at a 4-year institution, and will have agreed to participate in the study.

What other choices do I have if I do not take part in this research?

You can choose not to participate.

Where is the research going to take place and how long will it last?

The research will be conducted in person, when feasible, or via Skype, FaceTime, or via telephone. Research will commence directly with the participants themselves via one-on-one interviews. Questions will be open-ended in nature and “give and take” via open communication between researcher and participant will be the goal. Interview questions will be fluid in nature, with the researcher following the participant. Interviews ranging from forty-five minutes to one hour will be conducted with the participants in this study. It must be noted that multiple interviews per participant may become necessary given that the full scope of one’s lived career experiences may not be captured in one sitting. The total amount of time you will be asked to volunteer for this study is one to three hours being the norm.

What will I be asked to do?

You will be asked to do the following: actively participate during the one-on-one personal interviews. Please know that pseudonyms will be provided since the assumption is participants may wish to remain anonymous. If there is an interest in allowing one’s name to be used, the participant should share that preference with the researcher. As stated, interview questions will be fluid in nature and will attempt to examine perceptions about recruitment, engagement, and retention factors, as well as gauging the perceptions of efficacy regarding these efforts – directly from the African American development administrators’ viewpoint. The research concentrates on gaining informative knowledge from these participants’ individual career experiences.

Audiotaping will be implemented. Data will be stored on a private drive for three years after the completion of the research, by recommendation of the Institutional Review Board. Physical copies of data can be stored at my home address for three years, which includes a security system, (in a private safe) for the duration of the study. Other than the specified study team (my dissertation committee), no one will have access to the data collected during interviews. After three years beyond the completion of the study, all interviews will be erased and physical copies of data collection will be destroyed. Participants can “opt out” of having interviews audiotaped, though it is not recommended in order for the researcher to fully capture the essence of the interview.

What might I experience if I take part in the research?

I am not aware of any risks (the chance of harm) associated with this research. Any risks that may occur with this research are no more than what you would experience in everyday life. We don't know if you will benefit from taking part in this study. There may not be any personal benefit to you but the information gained by doing this research may help others in the future.

Will I be paid for taking part in this research?

You will not be compensated monetarily for the time you volunteer while being in this study. Please know, however, that the information provided as a result of this study may help others in the future.

Will it cost me to take part in this research?

It will not cost you any money to be part of the research.

Who will know that I took part in this research and learn personal information about me?

The specified study team (my dissertation committee) will know that you took part in this research and may see information about you. However, any published work as a result of this study will include the use of pseudonyms, as mentioned above.

How will you keep the information you collect about me secure? How long will you keep it?

Data will be stored on a private drive for three years after the completion of the research, by recommendation of the Institutional Review Board. Physical copies of data can be stored at my home address for three years, which includes a security system, (in a private safe) for the duration of the study. Other than the specified study team (my dissertation committee), no one will have access to the data collected during interviews. After three years beyond the completion of the study, all interviews will be erased and physical copies of data collection will be destroyed. Participants can “opt out” of having interviews audiotaped, though it is not recommended in order for the researcher to fully capture the essence of the interview.

What if I decide I don't want to continue in this research?

You can stop at any time after it has already started. There will be no consequences if you stop and you will not be criticized. You will not lose any benefits that you normally receive.

Who should I contact if I have questions?

The people conducting this study will be able to answer any questions concerning this research, now or in the future. You may contact the Principal Investigator at 410-713-5390 seven days a week between 8:00 a.m. and 10:00 p.m. Eastern time.

If you have questions about your rights as someone taking part in research, you may call the Office of Research Integrity & Compliance (ORIC) at phone number 252-744-2914 (days, 8:00 am-5:00 pm). If you would like to report a complaint or concern about this research study, you may call the Director of the ORIC, at 252-744-1971.

Are there any Conflicts of Interest I should know about?

Neither the Principal Investigator, nor the specified study team (dissertation committee) has conflicts of interest to disclose pertaining to this study.

I have decided I want to take part in this research. What should I do now?

The person obtaining informed consent will ask you to read the following and if you agree, you should sign this form:

- I have read (or had read to me) all of the above information.
- I have had an opportunity to ask questions about things in this research I did not understand and have received satisfactory answers.
- I know that I can stop taking part in this study at any time.
- By signing this informed consent form, I am not giving up any of my rights.
- I have been given a copy of this consent document, and it is mine to keep.

Participant's Name (PRINT)	Signature	Date
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Person Obtaining Informed Consent: I have conducted the initial informed consent process. I have orally reviewed the contents of the consent document with the person who has signed above, and answered all of the person's questions about the research.

Principal Investigator (PRINT)	Signature	Date
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