A GROUNDED THEORY APPROACH: INTER-ORGANIZATIONAL
RELATIONSHIPS IN COMMUNITY COLLEGE FUNDRAISING

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The undersigned, appointed by the dean of the Graduate School, have examined the dissertation entitled

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and hereby certify that, in their opinion, it is worthy of acceptance.

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DEDICATION

Dedicated to those who help to secure opportunities for others.

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ABSTRACT

As state funding for community colleges dwindle, presidential turnover is predicted, even as demands for educational programs and services increase, fundraisers are left to manage relationships and secure resources for organizational mission and vision fulfillment and sustainability. Community colleges provide a rich context for studying inter- organizational relationships (IORs) since fundraising professionals manage multi-layer relationships associated with their organizational role. This unique environment typifies IORs as the college governing board relationship works with the foundation fundraising board relationship in interdependent ways to advance organizational goals. My study presents the Theory of Fundraising Relationship Management (TFRM) as a framework for understanding how fundraising professionals manage the relationships in the inter- organizational community college context. A model operationalizes TFRM and positions the college president-fundraiser dyad as central to the relationship management processes presented in four distinct quadrants: (1) formalizing board interdependence; (2) tailoring interactions; (3) enlisting and educating others; (4) and raising money. The management of these relationships are entrenched with dialectical tensions of empowerment- disempowerment, expression-suppression, and integration-separation. Implications provide researchers and practitioners alike with the communicative processes embedded in fundraising relationship management by adding to the literature and providing an actionable agenda.

CHAPTER 1: INTRODUCTION AND RATIONALE

A featured article in the July 2011 issue of the *Community College Times* forecasts a shift in community college funding streams and presents a devastating financial landscape for community colleges nationwide as states continuously announce cuts to higher education budgets (Joch, 2011). The reduction of state funding for community colleges heightens the need for alternative funding sources and resource development efforts (Ryan & Palmer, 2005). According to Dr. Walter Bumphus, President and CEO of the American Association of Community Colleges, "Community colleges can no longer be hesitant or half-hearted in pursuing the financial support they need and deserve" (Heaton, 2015, p. viii). Fortunately, in 2014, individual Americans gave an estimated $258.51 billion to charity, $54.62 billion of which to education-related organizations, a 4.9 percent increase in current dollars over 2013, representing the second-highest share of all charitable gifts (*Giving USA*, 2015). As state funding declines for higher education, the role of the community college foundation increases as a means to fill the resource gap by tapping into individual and other donation sources.

Higher education-related non-profit charitable organizations under the 501(c)(3) Internal Revenue Code are typically considered private foundations. These education-related private foundations, like other nonprofit organizations (NPOs), secure charitable gifts through partnerships developed over time (Kelly, 1991). The communicative implications of NPOs' governance structures, largely composed of interconnected relational ties essential to cultivating and stewarding resources, are understudied (Lewis, 2005). As the ASHE Higher Education Report (2011) concluded, "the vast majority of literature concerning philanthropy and fundraising for higher education is atheoretical"; it

concluded that "stronger research and practice should be developed using theories to support that work" (pp. 63-64). Therefore, my study advances understandings of communication practices in the higher-education component of the non-profit world.

As Kelly (1991) asserted, cultivation of partnerships helps NPOs raise funds. The 1965 Higher Education Act expanded the definition of partnerships for community colleges, allowing their funding sources to include federal grants and contracts, as well as business and industry partnerships. As a result, community colleges began using the term "resource development" to represent all funding capabilities defined by the Act, including burgeoning community college foundations and private gift support (Keener, 1982). Community college foundations emerged as alternative funding vehicles to provide their respective colleges with the "means to accomplish objectives or expand programs often unattainable without external dollars" (Keener, 1982, p. 5) and the directive to promote the college and its relationships with key publics through public relations (Flagg, 1982). This study focuses on education- related private foundations that are incorporated to raise funds for their associated community college: A community college foundation has a relationship not only with its respective higher education institution, but also with its donors and publics.

Community college foundations are NPOs, and "relationships between a charitable organization and its donors can best be understood as environmental interdependencies" (Kelly, 1991, p. 305). Community college foundations give donated funds to a state-funded higher education institution (i.e., the community college). The dual organizational structure of the foundation and the institution means that there are two distinct boards governing each entity that may have distinct interests. In this context, the

community college's fundraising professional must discursively construct interdependent internal and external relationships. Communication is central to a nonprofit fundraising professional's construction of these relationships.

Framing NPOs as interdependent organizations supports the organizational communication research agenda proposed by Sillince (2007), which prompts scholars to begin to investigate "discourse strategies that actors use to construct context" (p. 390). As the literature reviewed in my study bears out, the interdependent nature of NPOs necessitates the management of multi-layer relationships; therefore, I ask how community college fundraising professionals successfully manage the complex, multi-layer relationships in their roles. My research presupposes that community college fundraising professionals and other interlocutors construct contexts and relationships through discourse. Community college fundraising professionals are responsible for creating and maintaining interdependent relationships — not only with external constituencies such as donors and other publics, e.g., legislators, alumni, and community members — but also with internal constituents, e.g., foundation board members, trustees, and the college president.

Inter-organizational relationships (IORs) theory provides a framework for understanding community college foundations. The initial call by Evans (1965) for the development of an inter-organizational relationship theory contains the following presuppositions:

> [A]ll formal organizations are embedded in an environment of other
> organizations as well as a complex of norms, values, and collectives of the
> society at large. Inherent in the relationship between any formal

organization and its environment is the fact that it is to some degree

dependent upon its environment. . . . The phenomena and problems of inter-

organizational relations are part of the general class of boundary-relations

problems confronting all types of social systems, including formal

organizations. All such boundary relations tend to be enormously complex.

(p. B218).

Indeed, as Lewis (2005) has noted, "The governance picture of many NPOs is quite

complex" (p. 255). The community college foundation context as an NPO punctuates the

major tenets of the inter-organizational definition in that it is dependent upon both its

internal and external environments and has complex relational ties; therefore, it is a fruitful

site for understanding the complexities that may arise from the discursive construction of

these relationships. These relationships have caused tensions for fundraisers (Lewis,

Isbell, & Koschmann, 2010). Therefore, community college foundations provide a rich

example of an NPO with complex inter-organizational relationships in which dialectical

tensions and emotion management may occur.

In my study, I use Relational Dialectics Theory (RDT) to study IORs, the general

messiness of relationships becomes clearer (Baxter & Montgomery, 1996). Moreover,

dialectical theory has been employed as an explanatory device for not only group tensions,

contradictions, and paradoxes (e.g., Kramer, 2002, 2004), but also interpersonal (e.g.,

Sahlstein, Maguire, & Timmerman, 2009), and organizational ones (McGuire, Dougherty,

& Atkinson, 2006; Mumby, 2005; Stohl & Cheney, 2001; Tracy, 2004). The governance

structure in community colleges, built upon interdependent long-term relations inherent in

IORs, makes fundraising in community colleges a prosperous site for inquiry.

Previous communication scholarship has used the IOR framework to examine dialectical tensions in nonprofit organizations and has shown that both relational and structural tensions are embedded within the partnerships of two or more organizations that are interrelated for either the short or long term (Barringer & Harrison, 2000; Lewis, et al., 2010). There are three overarching goals of this study: (1) to present sensitizing concepts found in the literature; (2) to better understand the experiences of fundraising professionals in the community college context; and (3) to develop an explanatory theory for this phenomenon. My research extends current knowledge by offering an explanatory theory regarding the management of the multi-layer relationships in the community college context, grounded in the data, and obtained from interviews with community college fundraising professionals. This study may aid our understanding of the discursive construction of IORs and dialectic tensions inherent in the work of community college fundraising professionals. My literature review provides an understanding of non-profit fundraising professionals' experiences in the community college foundation context. Also, by embracing the embedded nature of organizations in a larger environment, as suggested by Evans's definition of IORs (1965), my research asks, what, if any, dialectical tensions emerge in the discursive construction of relationships within the inter-organizational relationship structure? The interview method, consistent with the tenets of the grounded theory methodology or any other qualitative methodology, has not yet been used to examine inter-organizational relationships within non-profit organizations. Conducting and analyzing interviews allowed me to better understand the inter-organizational communicative process as experienced by fundraising professionals.

My study unfolds in the following manner: (1) a review of relational dialectics,

emotion management, organizational dialectics, inter-organizational theory, and community college resource development literature; (2) a justification for and explanation of using a grounded theory methodology and its associated methods; (3) a presentation of the emergent theory or model derived from the data embedded in the inter-organizational structure as revealed in interviews with community college fundraising professionals; and (4) a discussion of the findings and their contribution to communication scholarship and the fundraising profession.

CHAPTER 2: LITERATURE REVIEW

This chapter outlines the scholarly literature in relational dialectics theory, emotion management, inter-organizational theory, and community college resource development to orient the reader to the phenomenon and position the current study. Charmaz (2006) encourages us to consider these concepts as "points of departure" for accomplishing the following things:

> to form interview questions, to look at data, to listen to interviewees, and to think analytically about the data. Guiding interests, sensitizing concepts and disciplinary perspectives often provide us with such points of departure for developing, rather than limiting, our ideas. (p. 17)

This review of literature will serve as the point of departure for the phenomenon, but not the theory (the process by which it occurs), because the emergent theory is steeped in the data. Again, to quote Charmaz, "*Sensitizing concepts* and disciplinary perspectives provide a place to *start,* not *end.* Grounded theorists use *sensitizing concepts* as tentative tools for developing their ideas" (p. 17). The phenomenon under study in this project is the process by which community college fundraising professionals construct and manage relationships in the inter-organizational context.

There are three overarching goals of this study: (1) to present sensitizing concepts found in the literature; (2) to better understand the experiences of fundraising professionals in the community college context; and (3) to develop an explanatory theory for this phenomenon. The following review of literature begins with a theoretical underpinning of the foundational relational dialectic tensions of *stability-change*, *integration-separation*, *expression-privacy*, and *revelation-concealment* found within the Relational Dialectics

Theory (RDT) and its application to the organizational arena. Emotion management literature is then highlighted as yet another exemplar of how employees manage workplace mandates. Finally, the literature will set the context under study by providing information on the complexity of inter-organizational relationships, community colleges, and public relations. In short, the goals of this chapter are to examine: (1) RDT research, including supradialectics and organizational RDT research; (2) emotion management; and, (3) inter-organizational research; (4) the community college context; and (5) related public relations theorizing. The chapter concludes with a presentation of the research question for this study.

Relational Dialectics Theory

Within the field of organizational communication, the study of dialectic tensions is becoming increasingly common in the literature and familiar to its scholars. Stohl and Cheney (2001) referred to organizational tensions as a "simple clash of ideas or principles or actions and . . . the discomfort that may arise as a result" (pp. 353-354). Dialectical tensions represent a more specific type of tension, that occurs in the meaning-making or "discursive struggle" between and among relational partners as they navigate the relational identity (Baxter, 2011). The central premise of Relational Dialectics Theory — that "meanings are wrought from the struggle of competing, often contradictory, discourses" — comes down to the fact that a discourse, as Baxter (2011) reminded us, is "a system of meaning" (p. 2).

Dialectical tensions are specific and are demarcated by how relational partners encounter opposing poles simultaneously as a condition of meaning-making. Scholars have studied dialectic tensions in numerous realms, including in organizational structure

(Mumby, 2005); workplace roles (McGuire, Dougherty, & Atkinson, 2006; Apker, Propp, & Ford, 2005), conflict management (Jameson, 2004); identity (Kirby, et al., 2006); and inter-organizational relationships (Lewis, Isbell, & Koschmann, 2010), to name just a few. These researchers have studied dialectic tensions in the organizational context and, to again quote Baxter (2011), found that "meaning . . . is not simply the result of isolated, unitary discourses but instead is the result of the interplay of competing discourses" (p. 2).

Communication scholars have examined the interplay of meaning making or "discursive struggle" between relational partners (Baxter, 2011). Leslie Baxter and Barbara Montgomery (1996) are credited with advancing Relational Dialectics Theory (RDT) as a field of inquiry examining the management of tensions and meaning making within relationships. Baxter (2011) defines RDT as "an extension of [Mikhail] Bakhtin's theory of dialogism," useful for "understanding familial, social, and personal relationships" (p. 44).

Indeed, RDT goes beyond Bakhtin's theory, focusing on the centrality of communication in relationships and how meaning is made through dialogue. Relational dialectic tensions are the competing discourses imposed by internal and external relational forces and are an inherent part of the discursive construction of relational meaning. Baxter and Montgomery developed broad conceptual assumptions for dialectics and therefore espoused it as a meta- theory in 1996. In 2011, Baxter presented a new and expanded iteration in *Voicing Relationships: A Dialogic Perspective,* crediting communication scholars for keeping RDT relevant and making clear its heuristic nature. Baxter (2011) positioned RDT as "a theory of relational meaning making — that is, how the meanings surrounding individual and relationship identities are constructed through language use" (p.

2).

        This theoretical framework highlights how dialectical tensions may occur within relationships and for the purpose of this study will be specifically applied to four levels: (1) inter-organizational relationships between the foundation board and the college board at the organizational level; (2) community college foundation non-profit fundraising professionals' relationships with both boards at the contextual level; (3) relationship maintenance between the foundation and key publics such as donors, alumni, community boards, and other non-profit entities at the community level; and (4) relational maintenance at the dyadic level among members of these organizations.

        The following assumptions of Relational Dialectic Tensions undergird its heuristic nature and help to extend this framework into the fundraising arena.

        Assumptions of relational dialectic tensions. There are four basic assumptions to the study of relational dialectics: contradiction (Baxter & Montgomery, 1996), which has been reframed in later theoretical articulations as "discursive struggle" (Baxter, 2011, p. 18); change (Montgomery, 1993); praxis (Baxter & Montgomery, 1996); and totality (Baxter & Montgomery, 1998). These four assumptions will be developed below as they comprise the foundational presuppositions of RDT by upholding a general complexity in relational ties.

        The first assumption of relational dialectics study is that of contradiction. From a dialectical perspective, a contradiction is assumed to be an innate part of social communication and serves as an impetus for change. Dialectical theorists refer to a contradiction as "the dynamic interplay between unified oppositions" (Baxter & Montgomery, 1996, p. 8) present within "competing discourses" (Baxter, 2011, p. 18).

For example, contradictions are inherent within the relational context because they are an ever- present phenomenon. While the dialectical world is ridden with the constant presence of contradictions, it does have changeable features.

Change is the second assumption of relational dialectics as an inherent feature within relationships. There is a presence of both stability (maintenance) and flux (change); the process, while consistent, perpetuates relational growth (Montgomery, 1993). For example, relational partners are simultaneously negotiating change and maintaining their relationships: "The interplay of discourses is how meaning is made" (Baxter, 2011, p. 18). Change is not a static feature, but rather a dynamic interplay of forces.

The need for discourse and communication is emphasized by the third dialectical principle: *praxis*, wherein people are proactive actors in their communication and "produce the future out of the past" (Baxter & Montgomery, 1996, p. 14). The principle of praxis upholds that individuals are reactive social beings who attribute meaning to symbols based on their frames of reference. Individuals react to situational cues and are influenced by their surroundings. Each communication situation creates meaning by producing a contradiction or tension, therefore changing previous assertions and inevitably altering them through interaction. Praxis wields power through its ability to describe how people relationally co- construct meaning through communicative acts. The co-construction of reality is not an incremental occurrence, but rather a complete interconnectedness of occurrences as articulated by the fourth tenet of relational dialectics.

The final assumption of RDT is that of *totality*, "the inseparability of phenomena" (Baxter & Montgomery, 1998, p. 10). The totality principle presupposes communication

as endless and interdependent. This final tenet notes the interdependence of communicative acts and relationships, wherein relational partners' behaviors build meaning cumulatively.

Overall, these four key assumptions set the framework for dialectic scholars to investigate inter-organizational relationships at the individual and organizational level. The assumptions highlight the ongoing flux and interconnectedness of the community college foundation context.

Internal, External, and Supra-Dialectic Tensions. The community college foundation context typifies the inter-organizational definition provided by Evans (1965) and may prove fruitful as a site of relational dialectic tensions. The application of dialectics to the relational realm revealed internal and external tensions (Baxter & Simon, 1993; Baxter & Montgomery, 1996). The internal versus external relational dyads vary as to the orientation of the researcher as demonstrated in Figure 1. The internal relationship is the research focus and the external consists of the secondary forces that impinge upon the relationship. For example, the internal segment in Figure 1 in a community college foundation context could be characterized as the Foundation Executive Director – College President relationship; it represents the internal tensions that employees, in these roles, experience in the workplace.

In keeping with this perspective, these internal tensions constitute only the internal dialectics and do not account for external pressures. Alternately, the internal segment can be characterized as the relational dyad of the Community College – Foundation relationship (which, when studied, makes the Foundation Executive Director – College President relationship external, secondary or tertiary to the primary research focus).

The internal and external relationships, shown in Figure 1 in six segments, envelop three sets of distinctly oppositional tensions as the foreground to relational *meaning making* (Baxter, 2011). When applied to organizational communication scholarship, the internal and external segments in Figure 1 consist of distinctly oppositional tensions that are constantly negotiated within an organizational context.
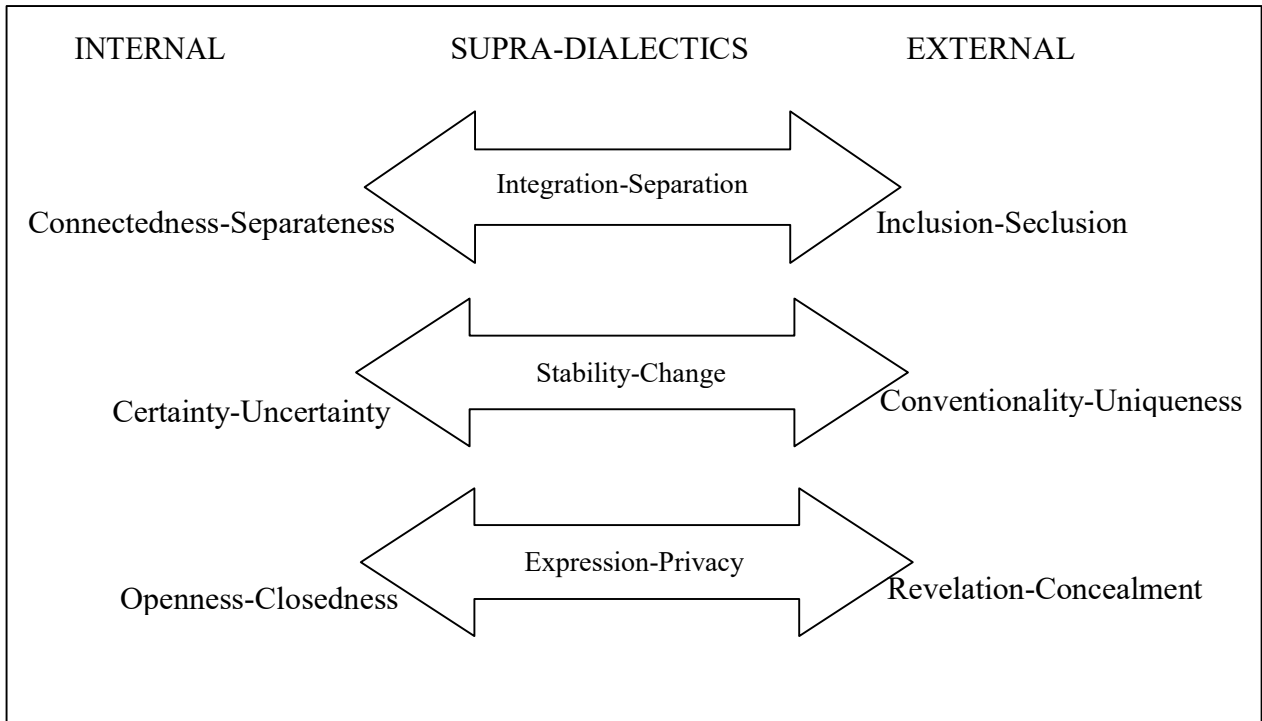
Figure 1. Internal and External Tensions and the Formation of Supra-Dialectics

Internal Dialectic Tensions. Regardless of the relational dyad under examination, foundational internal tensions in the dyad include the following: connectedness-separateness, certainty-uncertainty, and openness-closedness. For example, connectedness-separateness addresses the level of unity and autonomy experienced within a relationship. The tension of certainty-uncertainty represents the interplay of predictability and novelty within a relationship. Finally, the openness-closedness tension evaluates the degree of disclosure within the dyad. These initial

tensions served as a basis for future research and as such have been expanded in the literature.

External Dialectic Tensions. External tensions are contradictions created by societal pressures placed on a primary relationship (e.g., foundation – community). If one studies the external forces placed on the foundation by the community, these external pressures comprise the foundation's relationship with its external constituencies such as donors, alumni, and business partners. While external and peripheral, they are also pervasive and may complicate the primary relationship (Baxter & Montgomery, 1996). For example, a worker's primary focus in the organizational setting is the employee-employer relationship. The external, community focus presents an added relationship dimension wherein employees must manage the tension of *inclusion-seclusion* as it pertains to the degree of appropriate sociability with relational partners who are external to the primary quadrant (e.g., volunteers, alumni, and donors). The tension of *conventionality-uniqueness* considers whether a relational partner adapts to social norms or adopts an innovative approach. In the context of community college fundraising, the fundraising professional may choose to manage the relationship with a donor according to best practices in fundraising, or he or she may tailor the relationship in a new and dynamic way in order to meet the interlocutors' needs and expectations. The final external tension, *revelation-concealment*, addresses the amount of external disclosure that is preferred or perceived regarding sharing internal workings with the outside world. The co-presence of the Inter-organizational Relationships (IORs) variable creates additional relational pressures within the community college foundation context.

Though these internal and external tensions are distinctive, they are not mutually exclusive within the context under study. While these tensions comprise the foundational assumptions of relational dialectics, the heuristic characteristics of RDT and subsequent research have broadened the dialectical compass.

Supra-Dialectics. Current research has expanded dialectics in both breadth and depth. Additional relational dialectics can emerge from the uniqueness or complexity of the relationship itself. Specifically, internal and external quadrants can merge, creating "supra- dialectics." The collision of internal and external pressures compound the initial, more simplistic categories of relational dialectics in order to produce new, overarching dialectical superpower tensions. This collision forces initial contradictions into sub-set categories of supra-dialectics. For example, Figure 1 shows the emergence of the supra-dialectics of *integration-separation*, *stability-change*, and *expression-privacy*, adding overlapping tensions that can exacerbate initial dialectics (Baxter & Erbert, 1999) or competing loyalties (Baxter, et al., 1997). A review of current literature will further show how relational dialectics can explain the process of relational maintenance.

Ultimately, the existing literature and this study highlight the linkage among relational dialectics theory, the inter-organizational structure of community college foundations, and fundraising professionals' discursive construction of relationships and their management of the dialectical tensions embedded within these relationships. This project sheds new light on how community college fundraising professionals communicatively navigate the interconnectedness of relationships, develop relationships, and manage tensions. The following sections are organized by supra-dialectical categories to show the relation between the inter-organizational relationships and the relational

tensions within them.

Stability-Change. The *stability-change* dialectic advanced by RDT presupposes that negotiating dialectical tensions is an intrinsic part of relational maintenance, relational meaning-making, and relationship identity. Dialectical tensions, which are embedded within relationships, are transformed, adapted, or managed (Montgomery, 1993) and are part of relational *meaning-making* (Baxter, 2011). Thus, when using examples of relational maintenance to exemplify *stability-change*, the process of change does not occur in a linear, progressive fashion, but, rather, as an ongoing, organic process. Baxter's (2011) definition of relational maintenance stands in opposition to the linear, stage-model, or outcome-based conceptualizations of relational maintenance. For example, definitions that suggest particular communicative behaviors and actions are "used to sustain desired relational definitions" such as stability within a relationship (Canary & Stafford, 1994, p. 5), and definitions that suggest that certain maintenance behaviors can impact desired relational states, such as control, mutuality, trust, and liking (Canary & Stafford, 1991, 1994), and commitment (Rusbult, Drigotas & Verette, 1994), contrast with RDT by presupposing a static, outcome-based viewpoint of relational maintenance. Conversely, RDT casts relational maintenance as an ongoing, meaning-making, relational component (Baxter, 2011).

In her most recent work, Baxter (2011) cited the limits of the aforementioned relational maintenance definitions, and challenged assumptions that stability is the desired relational state (e.g., Canary & Stafford, 1994). Baxter (2011) removed the relational *stability* bias from previous relational maintenance definitions and privileged *change*. She encouraged researchers to ask how "parties create new relationship identities from those

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inherited from their past" (p. 97). According to Baxter (2011), previous relational

maintenance research has ignored "the systems of meaning at play as partners ongoingly

construct their relational identity from the past into the present" (p. 97). As community

college fundraising professionals participate in relational maintenance, they co-construct

relationships with donors, trustees, or foundation directors, just to name a few. These

relationships are defined and redefined over time in an ongoing meaning-making way. At

the organizational level, as the foundation engages in relational maintenance with the

college's board of trustees, the discursive construction of the relational identity is

constructed and reconstructed.

   Integration-Separation. The *integration-separation* supra-dialectic subsumes the

internal *connectedness-separateness* and external *inclusion-seclusion* dialectics and refers

to the level of enmeshment and autonomy in a relationship. In the context of the

community college, for example, the inter-organizational relationship between the

community college's governing board and the foundation board may be defined by a

tension of separation and integration. These initial dialectics, as well as others that have

buttressed the heuristic characteristics of RDT, have emerged during the discursive

construction of relationships, or "relational maintenance." Relational maintenance, to

draw from Baxter & Simon (1993), involves "the communication strategies with which

parties navigate the 'middle passage' of their relationship in order to sustain a satisfying

bond" (p. 225). The dialectical interplay is evident in maintenance negotiations.

   An additional dialectical tension salient in the literature involves *closeness-*

distance. The level of closeness (Aron, Mashek, & Aron, 2004) and distance (Hess, 2000,

2002, 2006) relational partners are comfortable with in their relationship highlights a

meaning-making tension in relational maintenance.

The principles of *closeness-distance* are co-present affiliation elements in dialectical opposition to one another that relational partners must negotiate. For example, closeness can be indicative of identification levels between relational partners wherein they include the "self in other" as a form of self-expansion (Aron, et al., 2004) and engage in particular closeness behaviors and tactics (Hess, Fannin, & Pollom, 2007). For instance, the fundraising professional and donor can become friends outside of the fundraising context and form a friendship that is closer than an organizational context mandates. Conversely, relational partners can desire a greater level of distance within this continuum and therefore employ distancing tactics such as avoidance, disengagement, and cognitive dissociation (Hess, 2002). For example, the fundraising professional may not wish to have a friendship

outside of the workplace role and thus will employ distancing tactics. Kramer (2004) found the *inclusion-exclusion* dialectic was present in a group communication study of a volunteer, community theatre group, in which there was a tension "concerning who was included or excluded in various group activities" (p. 322). Overall, these examples exemplify maintenance tactics used by relational partners to negotiate dialectic tensions while co- constructing relational identities.

Employee work roles can cause tensions when unexpected variables intercede, thereby paradoxing the dialectical tension by impairing the employee's ability to carry out his or her organizational responsibilities, such as providing care to a patient (McGuire, Dougherty, & Atkinson, 2006). A paradox positions the organizational role as one that an employee cannot carry out because it poses a contradictory situation. McGuire et al.'s

qualitative study explored the dialectics and paradoxes nurses encounter within healthcare organizations. For example, an inherent dialectic to a nurse's caregiving role is negotiating the *closeness-distance* level with patients and situational sexual harassment. The study by McGuire et al. (2006) probed the nuances of nurse roles when sexual harassment issues force a nurse to create distance with a patient. This study's exploration of paradoxes within dialectical tensions was groundbreaking. Nurses cannot fulfill their workplace roles as caregivers when they are victims of sexual harassment. Because of this, the nurses must distance themselves relationally and physically from their workplace role. Overall, the patient's sexual harassment of a nurse impedes the caretaking role and the nurse's ability to enact both poles of the closeness-distance dialectic. This paradox can be devastating to the organizational healthcare structure by limiting nurses' ability to fully carry out their roles.

 McGuire et al.'s study has been foundational in understanding the connectedness-separateness tensions that employees encounter in their workplace roles.

This tension is also present in the community college context. *The Chronicle of Philanthropy* reported that sexual harassment was common for fundraising professionals, who are asking for money from a donor who has power over the situation and at times sexually exerts this assumed power (Hall, 2010). Connectedness-separateness is not the only dialectical tension that has received attention in the literature.

Expression-Privacy. The *expression-privacy* supra-dialectic includes *openness-closedness* in the internal quadrant and *revelation-concealment* in the external quadrant. Relational partners (e.g., donors and fundraising professionals) are also challenged with navigating disclosure levels highlighted by the *expression-privacy* dialectic. This dialectic

defines the disclosure levels in relationships. For instance, the fundraising professional might stifle his or her communication about the non-profit organization in the presence of the donor so as not to disclose negative or unflattering characteristics about the inner-workings of the workplace. Managing the expression-privacy dialectic is achieved through boundary management strategies (Petronio, Ellemers, Giles, & Gallois, 1998). Furthermore, the boundary metaphor can also be applied to problematic relationships when the needs for privacy and self-disclosure are difficult to manage because of the interconnectedness of relational ties. As Petronio et al. (1998) concluded, "regulating, managing, blurring, and coping with fuzzy boundaries" are indicative of the need for boundary management strategies (p. 572). Petronio's definition aligns with Evans's (1965): "The phenomena and problems of inter-organizational relations are part of the general class of boundary-relations problems" (p. B218). Fundraising professionals in the IOR structure could also encounter this tension.

Community college fundraising professionals who have formed friendships with donors might wish to disclose insider information about the workplace and, thus, might experience the need for boundary management strategies. Maintaining relational boundaries is a dialectical struggle inherent in the complex interconnectedness of relational ties (Petronio, et al., 1998). *Expression-privacy* dialectics may be apparent as co-communicators attempt to coordinate boundaries. Notably, these dialectics are evident both in routine and in problematic periods.

This *expression-privacy* tension aligns with *emotion management* research. Though emotion management is not yet positioned as a dialectical phenomenon in the literature, it has been studied as a communication construct in the organizational realm.

Shuler & Sypher (2000) wrote, "it is in and through interaction that we express, repress, or manufacture emotion in our workplaces and elsewhere" (p. 51). Since *revelation-concealment* is a sub- section of *expression-privacy,* I include emotional management literature in the present study of dialectics. The *revelation-concealment* dialectic is evident when an employee decides to reveal or conceal emotions. Kramer's (2004) ethnographic communication research in a volunteer, community theatre group presented 11 dialectical tensions, one of which was *emotional expression-emotion management*. Thus, examining the community college foundation context under the emotion work and emotional labor lens may show how workplace fundraising roles and organizational expectations are rich with exemplars of this phenomenon.

Organizational Dialectics

Before proceeding, one must recognize that organizational dialectics are similar to relational dialectic tensions, because organizations are constituted by people and relationships, and thus inevitably exhibit dynamics at the systemic level that are similar to those enacted within dyadic interpersonal relationships in the organizational context. Organizations are inherently a site of dialectical tensions. In his critical work on organizational dialectics, Mumby (2005) posited that dichotomous poles are inherent within the workplace. Moreover, the organizational structure is laden with dialectical tensions of power and resistance, which Ashcraft and Mumby (2004) proved to be a dialectical tension. Figure 1 demonstrates the ongoing reifying, discursive actions of both the institution and its employees. The presence of both worker resistance and control is a *cyclical process* and reifies the structure when workers simply engage in their workplaces. To further articulate this dialectical tension of *resistance-control*, employees attempt to

resist organizational norms or practices. This resistance is a meaningful behavior and further entrenches employees in the institution. Therefore, employees' actions can have oppositional outcomes wherein the original intention is subsumed by the institutional goal, causing tensions in the workplace.

The review of relational dialectic tensions and organizational dialectics foregrounds my present study, which fills the void in the literature. Until now, very little has been known about the management of embedded tensions from the organizational to the individual level. My research will extend the findings of Lewis, et al. (2010), who identified two categories of relational and structural tensions in IORs. *Relational tension* is the balance between the external demands placed upon the IOR and the internal collaboration, and *structural tension* is how formal governing rules and regulations are balanced against informal means in order to foster collaboration.

My current research will further delineate these sensitizing concepts, particularly at the relational level, by examining how community college fundraising professionals might discursively construct relationships and manage tensions between the community college board and foundation board, between the fundraiser and both boards, between the fundraiser and external publics in the community, and among individual members of these organizations and publics. The structural tensions will be addressed in the interview protocol and may emerge as participants respond to how they proceed in certain situations; for example, what (e.g., bylaws) guides them in their actions. This study will address all levels of dialectical tensions at play in the lived experience of a community college fundraising professional as represented in Figure 2.
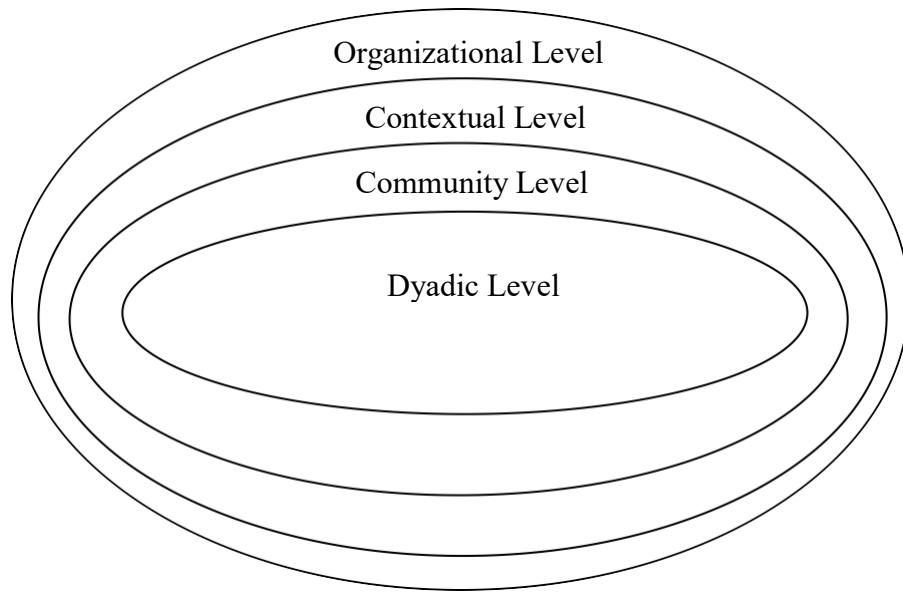
Figure 2. Levels of Dialectical Tensions for Community College Fundraising

Professionals.

Community college foundations provide a rich context for active and ongoing inter-

organizational relationships. Overall, some of the dialectical tensions noted in both

organizational and interpersonal communication literature may describe how the

community college fundraising professionals discursively co-construct the relational

identity at four distinct levels as shown in Figure 2: (1) the structure of board-to-board

relations in inter- organizational relationships at the *organizational level*; (2) the

community college foundation non-profit fundraising professionals' relationship with both

boards at the *contextual level*; (3) the fundraisers' role in relationship maintenance with

key publics such as donors, alumni, and taxpayers at the *community level*; and, (4)

relational maintenance at the *dyadic level* between members of those organizations and

publics. More research on the fundraising professional may show and enhance the

explanatory power of the dialectical framework.

The next sections will explore other theoretical frameworks that play into this project's design, addressing: (a) inter-organizational relations; (b) community college foundations' advent and purpose; (c) the public relations frameworks applicable to non-profit organizations, which structure the communication about the organization to its publics; and (d) the president's role in fundraising.

Emotion Management

Emotion management — which, in Hochschild's (1979) words is "a lens through which to inspect the self, interaction, and structure" — allows individuals to work "on inducing or inhibiting feelings so as to render them 'appropriate' to a situation" (p. 551). Emotion management is a term encompassing both *emotion work* and *emotional labor*. While both occur at the workplace, Dougherty & Krone (2002) reminded us that emotion work is controlled by the individual and emotional labor is controlled by the organization (p. 211). *Emotional labor* may occur when a fundraising professional is expected to engage in *self-subordination* for the greater good of the institution, just as cruise ship workers are expected to act as characters for commerce (e.g., Tracy, 2000).

When considering the emotional work of a community college fundraising professional, it is prudent to remember the importance of studying the emotional labor and the emotions in NPOs broadly, because, as Eschenfelder (2012) reminded us, "when not recognized, understood, and mitigated, the practice of emotional labor can have detrimental effects on employee job satisfaction and overall well-being" (p. 174). Emotion work and emotional labor affect organizational members' actions (Callahan, 2000).

Organizational research on emotion work demonstrates how some employees are expected to engage in self-subordination for the benefit of the organization. Tracy (2000) demonstrated the identity construction of cruise ship employees, who are considered "characters for commerce" and who are expected to uphold emotional norms. Having collected data from ethnographic interviews, field notes, and organizational documents, Tracy analyzed data using grounded theory methodology (Glaser & Strauss, 1967).

Employees, Tracy (2000) found, are not only paid to act out management imposed emotions, but also, as Miller (2002) has found, they are expected to manage non-routine events that may be painful to suppress. Miller's autoethnography (2002) of her time as a professor at Texas A&M University during the tragic bonfire collapse is one example of event ethnography and how unexpected changes require employees to fulfill their roles and manage their emotions simultaneously. McGuire (2006) studied the emotional labor of a boarding school and one participant reflected upon living its spiritual mission and feeling as if living in a "fishbowl," expected to display emotions consistent with the organization's expectations. Those less critical of the school's mandates for emotional labor seem to have bought into the mission of the school; those who questioned the school's mission were more prone to stress and burnout.

McGuire's study may elucidate how resource development professionals who have close relational ties at work may keep their emotions private at times. Moreover, Eschenfelder (2012) observed the following:

> As nonprofit workers are especially bound to the clients they serve, they often go
> above and beyond the call of duty, even if it means increasing their emotional
> labor. Workers often have to restrain their own feelings to deal with difficult

situations and to help clients as best they can. (p. 174)

Literature shows that emotional labor does not always have negative impacts (Schuler &

Davenport, 2000). Some employees seek emotional labor jobs, such as 9-1-1 operators,

tasked with responding to emotionally charged phone calls and situations. A study of 9-1-

1 dispatchers expending emotional labor used it for comic relief, a fix, or altruistic service

(Schuler & Davenport, 2000). Examination of emotional labor in the community college

foundation context may reveal positive functions. Overall, emotional management can

occur either with predictable organizational mandates, by occupational choice, or without

expectation (Miller, 2002; Schuler & Davenport, 2000; Tracy, 2000).

Organizations have emotional display norms. In Kramer and Hess's (2002)

study, these norms were rearticulated and examined using grounded theory to identify

emotional display rules in organizations. They argued that organizations have six rules

regarding emotions: (1) express emotions professionally; (2) express emotions to

improve situations; (3) express emotions to the right people; (4) express emotions to

help individuals; (5) do not express emotions for personal benefit to the detriment of

others; and (6) expression of certain emotions is always appropriate. Organizational

members are expected to follow workplace emotional display norms either through

acting out their jobs or suppressing personal emotions that would impede workplace

expectations and goals. In reference to the current study, questions arise as to whether

and how emotion work and emotional labor may play into fundraisers' experience and

management of tensions in the discursive construction of relationships. As Steinberg &

Figart (1999) made clear, emotional management exemplars can be found in many

service industries not just the nonprofit arena being one. However, as Eschenfelder

(2012) pointed out, "It is this *service* requirement that makes emotional labor so prevalent in nonprofit organizations and makes work in the nonprofit sector challenging and, at times, discouraging" (p. 175).

The emotion work and emotional labor literature provide substantial ground for how emotions are manifested and managed in the organizational setting. In addition, the dialectical categories of *stability-change*, *integration-separation*, and *expression-privacy* buttress the present study by providing potential sensitizing concepts for understanding the inter-organizational governance system in the community college context.

The Organization: Inter-organizational Relationships

Inter-organizational Relationships (IORs) Theory, as defined by Evans (1965), highlights the interconnectedness of relationships within an organizational structure. He asserted that organizations are embedded in the complexity of their environment and are, therefore, dependent upon them, thus, creating problems (see p. B218). IORs have been examined using multiple theoretical frames, such as resource dependency theory (e.g., Barringer & Harrison, 2000). Resource dependency theory presupposes that relationships (e.g., relationships among a college, foundation, and community) are solidified through the reliance on resources (Hillman, Withers, & Collins, 2009). The limitations of Hillman, et al. (2009) is that dependency on resources is more of an economically sanctioned relationship versus a discursively constructed relationship, and resources only serve as one exemplar of the overall interconnectedness of IORs. In keeping with the communicative implications of IORs, I adhere to Lewis, et al. (2010), who acknowledge resource dependency but choose to focus on the tensions that emerge

from these types of relationships.

As noted earlier, a study that examined dialectical tensions within inter-organizational relationships in the non-profit sector shows collaborative tensions occurring in two specific domains: *relational*, pertaining to collaboration and balance among internal and external participants, and *structural*, describing the governance of the inter-organizational structure such as rules and resources (Lewis, et al, 2010). It was Lewis, et al. who expanded the application of dialectical theory into the inter- organizational context, therefore broadening the theoretical lens on IORs.

Current literature shows that when dialectics emerge in IORs they can be both positive and negative. Communication processes, inherent to the discursive construction of IORs, can prove useful or detrimental to building a collaborative spirit of shared mission and power among its members (Heath & Sias, 1999). According to Heath and Sias, collective spirit is "the general principles regarding acceptable goals, values and behavior that underlie and guide the collaborative alliance" (p. 358). For example, discussing the mission and soliciting others' input can build a collective spirit among IOR members (Heath & Sias, 1999). Communication processes in IORs, such as decision-making, can at times hinder collaboration and create tensions. For example, the "*autonomy dialectic*" emerged from an examination of communication in an urban homelessness context when decision-making was controlled by a funding source (Miller, Scott, Stage & Birkholt, 1995, p. 694). Vlaar, Van den Bosch, and Volberda (2006) recommended the dialectical perspective as a future research area for studying the formalization of IORs, which is "a means to coordination, control and legitimacy, but also a means to cope with problems of

understanding in inter- organizational relationships" (p. 1630). According to Vlaar et al. (2006), formalization is a tool that helps to make sense of the IORs by codifying and documenting the process, inputs, outputs and expectations of the relationship between or among these organizations. Existing literature on the communication processes of IORs provides an underpinning for additional research in this area. However, Lewis et al. (2010) and others have not yet explained the process of how these relationships are discursively constructed. This study also will go beyond the case study approach to focus more on the transferable process of managing IORs. To date, community college foundations have not been studied for their inter-organizational relationships and dialectic tensions.

The Context: Community College Foundations

In the 1960s, community colleges nationwide became an educational network with the establishment of over 450 community colleges within the decade, bringing about a marked increase in comparison to previous decades (Phillipe & Patton, 2000). Today they educate nearly half of the undergraduate population in the United States, wherein 1,173 community colleges currently serve approximately 11.8 million students, according to the American Association of Community Colleges's 2010 Fact Sheet. To better understand how the present financial condition of community colleges depends heavily on fundraising, it is important know their funding sources and stakeholders.

Standard funding for community colleges is typified by three revenue sources: local tax base, state appropriations, and tuition. In many cases, a community college's service area is a county or multi-county cross-section of a state that either partially or fully provides revenue as a local tax base. Due to current economic conditions, some colleges are faced with an economic landscape wherein state appropriations are likely to decrease,

local tax dollars are unlikely to increase, and tuition rates must remain affordable. In some states, legislators are mandating that higher education institutions freeze tuition rates for their in- state students; therefore, eliminating increased revenue through tuition (Lieb, 2010). Current restraints on state appropriations are not forecasted to improve in the future, and legislated performance measures tied to funding formulas may impede disbursements to schools who are not meeting the mandated benchmarks (Phillipe & Patton, 2000); thereby, increasing the community college's reliance on alternative funding, such as fundraising, to generate revenue.

In the mid-sixties, community colleges began using the term "resource development" with the support of the 1965 Higher Education Act, to expand their repertoire of funding sources to include federal grants and contracts, and business and industry partnerships. The notion of resource development was later expanded to enfold community college foundations and private support (Keener, 1982). The purpose of a community college foundation is to provide the college with "means to accomplish objectives or expand programs often unattainable without external dollars" (Keener, 1982, p. 5) and to promote the college and its relationship with key publics through public relations (Flagg, 1982). Through the years, community college foundations have evolved into a multi-faceted alternative funding vehicle for 2-year colleges, with strategic partnerships and relationship building at the forefront.

Relationship building is critical to the fundraising success of community colleges and is conceptually linked through the interpersonal tenets of trust, mutuality of control, satisfaction, and commitment (Hall, 2002). The governance structure, built upon interdependent long-term relations inherent in IORs, makes fundraising in

community colleges a rich site for dialectical inquiry.

The Council for Resource Development (CRD), an affiliate of the American Association of Community Colleges, serves approximately 500 two-year higher education institutions. CRD's mission is to empower community colleges to succeed in securing funds that strengthen communities and ensures student success (http://www.crdnet.org/content.asp?contentid=203). Fundraising professionals are able to learn from one another and share their lived experiences through professional development sessions associated with this organization. The CRD published a white paper on a study of Chief Development Officers (CDOs) at community colleges nationwide. Study participants had been asked, "What category of donor (individual, foundations, corporations, or other) provides the highest level of support for your institutions?" Findings indicated that "93 percent of gifts were from individuals" (Jones, 2010, p. 10). Gifts from individuals account for the largest constituent group and require community college governance structure to support fundraising efforts to secure support for its students. Moreover, the ability to build community-college relationships, enlist foundation board members who are invested in the college's mission and can secure donations, maintain a supportive college governance structure, and integrate the fundraising plan with the college's strategic plan are all critical components to community college fundraising success (Akin, 2005). Now that an overview of community college foundations has been presented, it is important to consider the prominence of the IORs in the community college structure.

Within the community college governance structure, there are four distinct relationships presented in existing literature: (1) the community college president's relationship with the foundation and executive director (McGee, 2004); (2) the community

college board of trustees' relationship with the foundation board (Howe, 1991; Lord, 1989; Nielsen, Newton & Mitvalsky, 2004); (3) the foundation's relationship with the college (Carlsen, 2004; Milliron, de los Santos, and Browning, 2003); (4) and, the foundation's relationship with the community (Bass, 2004; Pastorella, 2004). These relationships are included in the four layers in Figure 2: (1) organizational, (2) contextual, (3) community, and (3) dyadic. These four relationships and layers of dialectical relations will guide the study to highlight the discursive construction of the relationship and the dialectical tensions within them.

The Community College President

The role of community college presidents in fundraising is moving to the center of community college conversations as institutions prepare for change; approximately 75 percent of presidents are projected to retire in the next 10 years, and funding becomes increasingly more important to meet mission-driven and visionary objectives (Heaton, 2015). Community college presidents are fundraiser who, "are leading the way toward innovative solutions by solidifying resources, building partnerships and developing promising practices that promote student access and success" (Almquist, 2015, p. 7).

Cook and Lasher (1996) conducted the first national and theory-producing study to describe the process of presidential fundraising. They embarked upon the multiple case study with 50 college president participants to fill a gap in the literature and broaden the body of knowledge pertaining to the college president's role in fundraising. The study followed a grounded theory methodology with the goal to develop a model(s) of presidential fundraising. The central themes of their study, in addition to theoretical models, were: (1) fundraising is a team endeavor; (2) the college president is the leader of

the fundraising effort; (3) a president's time and energy should be spent leading and with donors who would have the highest capacity to make major donations; (4) the college's image and perception of instructional quality are key to fundraising; (5) fundraising is often context-bound to the institution and situation. This study was foundation as a first-of-its-kind national scope study that moved toward a theory of fundraising placing the president at the center. As a result, the fundraising president began to receive attention in the literature.

Glass and Jackson (1998), in their literature compilation on community college resource development, articulated the emerging role of the president and that of other key players in the development process including: trustees, foundation board members, and foundation staff. Glass and Jackson (1998) claimed "college presidents have to lead the way . . . [and] create an organizational culture for developing awareness of fund-raising opportunities" (p. 586). To fulfill this expectation, Glass and Jackson enumerated the five primary leadership duties of a community college president: (1) establish and communicate a shared vision; (2) foster a resource development culture; (3) lead the way and set the example by committing time, energy, and money to the process; (4) establish and adhere to a strategic fundraising plan; and, (5) enlist and coach key institutional players in carrying out their resource development role.

White (2011), a former community college president and CEO, reviewed extant literature and provided personal accounts to make clear community college president fundraising responsibilities and their impact on student success. Furthermore, he asserted,

The president/CEO is the sole leader in the institution who must advocate for

student success, getting buy-in and support from internal constituents and the

external community. Creating structures and opportunities for fundraising to

promote teaching innovation can make a big difference in achieving successful

student outcomes. Establishing a system for effective governance and board/CEO

relations goes a long way toward achieving successful outcomes and institutional

accountability. (p. 29)

This firsthand account of a president's perception of his or her role in furthering the mission

and vision of the institutions through fundraising is a unique self-reflective review.

Similarly, Miller's dissertation (2013), a multiple case study of selected Michigan

community colleges under the theoretical framework of resource dependency theory

(Pfeffer & Salancik, 1978), postulated, "What is the president's perspective on their role in

community college fundraising?" (p. 7). Qualitative interviews conducted with presidents

participating from four varied community colleges in the state of Michigan (a mix of small

versus large; urban versus rural), in addition to document review and on-site observations,

yielded results with five common response themes:

(1) the president has an important role in strategic planning, creating a vision,

and providing direction for the foundation operations; (2) the president leads the

fundraising effort, but relies on the fundraising team to manage the process and

provides resources and training necessary for the team to meet its goals; (3) as

the face of the college, the president must develop relationships by getting

involved and connected in the community; (4) based on the unique

characteristics of their environment, the president must manage the internal and

external perceptions of the president as a fundraiser; and (5) the president must

develop attributes, skills, and abilities that allow them to connect with

individuals on a personal level. (p. 140)

As presented above, the community college president is a central figure in fundraising.

Existing literature contextualizes the president's role and calls for further exploration into

how it helps the fundraising professional manage multi-layer relationships.

Community College Governing Board

The college's governing board's relationship with the foundation board is one that

typifies Evans' (1965) definition of inter-organizational relationships as having attributes

of both interconnectedness and complexity within the organizational structure. Strout

(2005) succinctly depicts the typical composition and difference between the governing

and foundation boards:

Most state colleges don't have the luxury of choosing their own governing boards.

The members are either elected or appointed by a state official, usually the

governor. Not so with foundation boards. A private foundation affiliated with a

public college can choose its leaders much like a private college can pick its

trustees. And giving out board memberships is the best shot a college has at

cultivating relationships with key alumni and other potential donors (A29).

The governing board and foundation board have distinctive compositions as presented

above. The governing board has a mutual-dependency on the foundation board. The

fundraising leverages institutional needs and promotes them to the philanthropic community

while the governing board sets the institutional priorities. Both boards need the other to

fulfill their mission. The fundraising role is a primary function of the foundation board but

by setting the priority funding needs the governing board is an active partner.

As Babitz (2003) asserted, institution-wide buy-in and ownership is needed to leverage the foundation and enlist advocates; specifically, among other key personnel and volunteers, the article positions college trustees as active participants in the fundraising process:

> The college's trustees are critical to the advancement process. . . . Today's trustees, faced with a need for resources beyond those funded by public-sector budgets each year, should explore new sources of revenue generation, first by authorizing the creation of an institutionally related foundation, then by approving the foundation's long-range plans, supporting its activities, and acting as public advocates for the foundation. (p. 8)

Moreover, Nielsen, Newton, and Mitvalsky's (2003) case study of Kirkwood Community College articulates four specific responsibilities for the college's governing board in supporting the foundation's fundraising efforts. The four primary duties are: (1) college trustees must present a positive image for the institution one that engenders the publics' confidence and enlists support of constituencies; (2) create and maintain a functional college structure that prioritizes and manages the foundation; (3) attract and retain a college president and administrators who are active friendraisers and ambassadors with donors and potential donors; and, (4) support progressive and innovative ideas, programs and services from internal and external constituencies.

Fulfilling the governing board's role in fundraising can be a challenge. Selingo's (2007) discussion of survey results of four-year college trustees conducted by the Chronicle of Higher Education indicate,

while they [trustees] may have been ready to give money when they joined the

board, many of them have come to believe that two of their greatest challenges are

colleges' unrealistically high expectations of trustees' ability to go out and raise

funds, and of their willingness to make donations themselves. Trustees ranked both

problems among their top three challenges. (A16)

Setting realistic expectations for governing board members and tailoring it to the

individual based upon ability and willingness to give and get investments from others will

likely decrease challenges with board support. Most importantly, the governing board and

the foundation board must be synchronized and congruent in their goals as fundraising is

dependent upon this relationship. Community college foundations and are inherently

dependent upon the IOR within the board to board context, but must also manage other

relationships associated with their role as "[f]und-raising is the management of

relationships between a charitable organization and its donor publics. The basis of the

donor relationships is communication" (Kelly, 1998, p. 335). Given that relationships are

at the center of the fund-raising effort (Kelly, 1998; Gonzalez-Campoy, 1996; Howe,

1991), fundraising professionals must consider their communication with donor publics.

The Community: Public Relations in Non-Profit Organizations

The communication orientation of the organization — whether to speak with or to

speak to its donor publics — must first be well thought-out in order to effectively define

objectives, formulate strategies, and implement plans. Kelly (1991; 1995; 1998) has

examined fundraising processes in the United States and determined the acronym ROPES:

research, objectives, programming, evaluation and stewardship as a fundraising process

aligned with public relations models and also "represents a comprehensive theory for

integrated relationship management (i.e., it explains how relations with all publics, including donors, are and should be managed)" (p. 392). Positioning public relations as a manager of strategic relationships makes available public relation tenets such as "mutual trust, compromise, cooperation and whenever possible, win-win situations" to non-profit organizations (Hutton, 1999, p. 208). Recent reviews of fundraisings' encroachment on public relations (Swanger & Rodgers, 2013) affirm Kelly's position on donor relations' similarities to public relations. In his pathway analysis of donor reports, Waters (2009), found that in order to "foster growth of specific dimensions of the nonprofit organization–donor relationship," fundraisers should be

> engaging donors in more conversations to let them know they are appreciated will help encourage more loyalty in the relationship, but the nonprofit organization must also demonstrate that it is committed to being both socially and financially accountable. (p. 118)

Public relations, therefore, is situated to identify opportunities for donors and the organization to coalesce their goals to support the mission of the institution. For example, non-profit fundraising professionals act on behalf of clients and the organization as a conduit in helping the entities achieve a shared interest. Throughout the years, public relations models have been developed and enhanced to help organizations differentiate goals and techniques. Because community college foundations discursively construct relationships with its publics (e.g. individuals and other organizations), it is important to identify and have a solid understanding of the models of public relations so that one recognizes how the organization positions itself to its publics.

Community college fundraising professionals interact frequently with the community that the college serves. Typically, the service area at each college is defined by legislation or a taxing district. As with any community, its residents, business and industry professionals, municipalities, and civic organizations are considered stakeholders to their respective public education providers. Evan's (1965) definition of inter-organizational relationship theory whereby "all formal organizations are embedded in an environment of other organizations as well as a complex of norms, values, and collectives of the society at large" (p. B218) is indicative of community interconnectedness within each service area. Community colleges as formal organizations highlight the entanglement of inter-organizational relationships. Given the inter-organizational context, this project asks how fundraising professionals successfully manage the complex, multi-layer relationships in their roles. In one perspective or layer, how does the foundation communicate with the public?

As Flagg suggested (1982), community college fundraising professionals serve a public relations function in developing and maintaining relationships with key stakeholders. Communication literature provides several methods for how these relationships are discursively constructed in the public relations context. Cheney and Christensen (2001) show the convergence between an organization's internal and external communications and how communication scholars are shifting perspectives to view these, "as interrelated dimensions of organizational sensemaking . . . to move our focus beyond the 'container' metaphor and to embrace communication activities traditionally relegated to academics and professionals in communication functions such as advertising, marketing and public relations" (p. 235). Prior to a more blended approach to studying

organizational sensemaking, four methods were explicated as the primary considerations

for organizations to use for public relations campaigns (Grunig & Hunt, 1984). These

four models were referred to as: (a) press agentry; (b) public information; (c) two-way

asymmetrical; and, (d) two-way symmetrical. The four methods will be outlined below to

define and exemplify their relevance in the non-profit context.

First, *press agentry* practitioners work under a one-way dissemination model

wherein they release newsworthy information *to* the public to attract media attention for the

organization. For example, this model would target the donor and might coerce him or her

into giving a gift to the organization in what some would see as a less than ethical method.

This model of public relations may provide misinformation. The *public information*

specialists release selective positive truths about a company to external sources as in-house

journalists. For instance, the more information a donor has about the good deeds of the

organization, the more likely he or she is to support the mission with philanthropic dollars.

Alternately, the *two-way asymmetrical model* listens to publics, but privileges the

organization's viewpoint and seeks to find effect strategies to persuade its donor to adopt

its stance. This strategic knowledge is gained through researching donors' attitudes, beliefs

and values, intending to influence their future act of giving based on knowledge learned. In

a similar vein, the *two-way symmetrical model* uses communication *with* the public to

define an organization's public relations campaigns, yet these organizations accommodate

its donors' needs rather than solely seeking strategies to force their organizational ideology

and wishes upon the donors. As Kelly (1998) noted, "two-way communication is

necessary for identifying, maintaining and building relationships with donors. Quite

simply, relationships do not work if one party always talks and never listens" (p. 335).

Above all of the aforementioned models, the two-way symmetrical or mixed-motive model has been advocated as a *win-win* situation for publics and organizations as a representation of coalesced ideologies (Grunig, 2001).

The superiority of the two-way symmetrical model was further advanced in the International Association of Business Communicators' (IABC) study, *Excellence in Public Relations and Communication Management* (Grunig, 1992). This foundational study also spotlighted superior public relations tactics and created an *Excellence Theory* rubric for practitioners to follow (Grunig, Grunig, & Dozier, 2006). Two-way symmetrical communication accounts for the corporate and social interests of a community of co-communicators (Kruckeberg & Stark, 1998) wherein scholars recognize that messages for the external audience are also received by the internal audience (Cheney & Christensen, 2001). An amendment was made to Grunig's preliminary findings (1992) and they were reevaluated to include recognition use of the two-way asymmetrical model in many effective public relations campaigns (e.g., *1997 PRSA Accreditation Guidebook*).

Using the two-way symmetrical model, a non-profit organization would be able to pursue internal and external goals in tandem by accommodating the changing needs of its donor publics and fulfilling organizational objectives. The two-way symmetrical model discursively constructs relationships that are responsive and receptive to the changing needs of its internal and external publics. The meaning-making involved in this relationship maintenance brings about the following question: *If and when tensions occur between communities and their respective community college, how are they managed?* If tensions are a form of relational meaning-making as suggested by Baxter (2011), *how do foundations and communities discursively construct meaning?*

The above review of literature crystallizes the presence of IORs in the community college foundation context by showing the foundation's interconnectedness with its service area and respective institution. Moreover, it shows how this present study will seek to understand the discursive construction of these community relationships through sensitizing lens of public relations model theorizing. Finally, it addresses the potential dialectical struggles housed within communication with the organization's publics.

Research Questions

The literature shows that dialectical tensions may be present within the community college foundation governance structure where IORs exist. However, *how* fundraising professionals discursively construct internal and external relationships will be addressed best by the participants, resulting data, and emergent theory. Therefore, a qualitative study, under the framework of grounded theory, is appropriate to examine the discursive construction of relationships and potential tensions inherent within them.

The research questions guide the methodology. This grounded theory approach (Charmaz, 2006) is further articulated in the methodology section. A grounded theory approach in the constructivist perspective and the existing literature, brings me to the initial research questions:

RQ 1: How do community college fundraising professionals manage the complex, multi-layer relationships in their roles?

RQ 2: What, if any, dialectical tensions emerge during the management of relationships?

CHAPTER 3: METHODOLOGY AND METHOD

This chapter details the qualitative research method and methodology used in this study. Methodology is a framework for orienting one to the study of a phenomenon (Creswell, 2007). Consciously selecting a methodology positions the researcher to the research and brings with it specific goals, methods or tools, design, and data assumptions (Schwandt, 2007). Methodology choices determine what constitutes legitimate knowledge (Anderson, 1996). A qualitative paradigm using the grounded theory methodology guided this research project and helped me to shed new light on how community college professionals discursively construct internal and external relationships and manage the potential embedded dialectical tensions.

As the discursive construction of relationships and management of tensions was investigated, the IOR structure provided a rich site for this data because "organizations can best be examined as open systems in which there are interactions between organizations and their environments and among internal system components" (Harrison, 2005, p. 24). This perspective upholds the tenets in Evans's (1965) definition of IORs:

> [A]ll formal organizations are embedded in an environment of other
>
> organizations as well as a complex of norms, values, and collectives of the
>
> society at large. Inherent in the relationship between any formal organization
>
> and its environment is the fact that it is to some degree dependent upon its
>
> environment. The phenomena and problems of inter-organizational relations
>
> are part of the general class of boundary-relations problems confronting all
>
> types of social systems, including formal organizations. All such boundary
>
> relations tend to be enormously complex. (p. B218)

A grounded theory approach to IORs will contribute to our understanding of how fundraising professionals discursively construct and manage multi-layer relationships. The preceding review of literature details the merits of RDT, emotion management, and IORs, but it has not wielded enough theoretical strength to explain the process of how these relationships are discursively constructed and managed; therefore, a methodology such as grounded theory, which is explicitly emergent, aims to generate a theory that explains the phenomenon under study. In this context, that phenomenon is the inter-organizational communication involved in working as a community college fundraising professional.

As such, this chapter will explore (1) assumptions that undergird the interpretive paradigm; (2) data collection through interviewing and memo-writing in the grounded theory tradition; (3) data analysis; (4) validation; and (5) ethical considerations.

Assumptions of Interpretative Paradigm

Qualitative research adheres to paradigmatic assumptions that are congruent with my orientations as a researcher. The interpretive paradigm, or the *discourse of understanding* (Mumby, 1997), brings with it several assumptions that will be detailed below. As a researcher, I have been exposed to various epistemological camps and find myself closely aligning with the interpretive paradigm (see Creswell, 2007). My fidelity to this paradigm transcends the present study and can be used to describe my overall approach to research, wherein I seek to understand phenomena (Creswell, 2007). My adherence to tenets of qualitative research will be explicated below as I unfold my paradigmatic assumptions of (1) ontology, (2) epistemology, (3) methodology, (4) axiology, and (5) praxeology.

First, my ontology, or my answer to "What is the nature of reality?" (Denzin & Lincoln, 2005, p. 22), is closely aligned with the ontological anxiety of existentialism, in which reality is socially constructed. Thus, my ontological position assumes that one can socially construct one's reality through communicative discourse. Ontologically, qualitative research views reality as socially constructed (Berger & Luckmann, 1966) and discursive.

This ontological viewpoint is consistent with the presuppositions of RDT in that relationship meanings are being constructed in all communication events (Baxter, 2011).

Second, my epistemological assumption, of how knowledge is constituted, is that truth is inter-subjective, and my approach may constitute being a "meaning geneticist" in that we create what we know (Anderson, 1996, p. 197). This viewpoint complements my ontological position in that "social knowledge and the active construction and cocreation of such knowledge by human agents is produced by human consciousness" (Guba & Lincoln, 2005, p. 203). For example, deriving meaning from others' experiences relies on symbolic interaction, relationships, talk, and methods of observation. Epistemologically, what counts as *truth* and knowledge is inter-subjective in qualitative research (Mumby, 1997); thus, these inter-subjective *truths* are co-constructed. This stance is consistent with RDT because it "focuses on discourses not individual wants and needs. . . . [D]iscourses are given life through the embodied utterances voiced by communicators, but the [RDT] focuses on discourse not on individual inner states, motivations, or desires" (Baxter, 2011, p. 122).

Methodologically, the interpretive paradigm seeks understanding inasmuch as the researcher can provide thick, rich description (Creswell, 2007). To seek understanding,

the researcher must employ a methodology and methods. For example, my study uses the grounded theory methodology immersed in data derived from interviews. My overall methods of choice as a qualitative scholar (i.e., interviews, participant observation, focus groups, and field notes) help to address the communication problems I research, the questions I ask, and ultimately allow for the meaning to be expressed and observed in a multi-vocal manner.

Axiologically, one is making an assertion about the worth of the research (Anderson, 1996) and the *values* that it holds. I believe that research and the truth it presents is value- laden:

> We are not scientific observers who can dismiss scrutiny of our values by claiming scientific neutrality and authority. Neither observer nor observed come to a scene untouched by the world. Researchers and research participants make assumptions about what is real, possess stocks of knowledge, occupy social statuses, and pursue purpose that influence their respective views and actions in the presence of each other. (Charmaz, 2006, p. 15)

As such, I believe that researchers and participants and their values are present in the research because "propositional, transactional knowing is instrumentally valuable as a means to social emancipation, which is an end in itself, is intrinsically valuable" (Guba & Lincoln, 2005, p. 198).

The praxeology, defined by Anderson (1996) as "*how it is done*" (p. 2), of the interpretive paradigm is to seek understanding and shed new light on the phenomenon under study (Lindlof & Taylor, 2002). Furthermore, the praxis assumptions of qualitative research aim for transferred knowledge (e.g., *transferability)* onto a similar context of

peoples. I am currently situated in the community college fundraising environment as a paid fundraiser; therefore, my association and immersion is an inescapable characteristic and state of being. My role as a community college fundraising professional may also have uniquely positioned me to ask questions and receive responses that are genuinely reflective of some of the struggles faced in this role. This disclosure is driven to orient the reader to my work, admit to my preconceived notions, address my position as researcher and practitioner, and to underscore my empathy toward participant experiences. My affiliation as a community college fundraiser strengthens my access to participant data and my resolve, as a matter of praxis, to shed new light and to seek understanding. This research is not intended as a pursuit of self-interest, and I adhere to the philosophy that the "the politics of [my] research judgment is driven by deeply held and sincere beliefs about what determines research quality and the role the researcher should play" (Smith & Hodkinson, 2005, p. 923).

My authorial voice, while multi-vocal, including the lived experiences and voices of others, will share lessons learned and results that may help fundraising practitioners. The authorial voice is personal and can have multiple voices: the researcher and the participants (Van Manen, 1990).

Overall, I see reality as socially constructed and conversation as symbolic; I place communication at the center of the discussion, uphold the importance of relationships, grant agency to the individual, and allow for the historicity of one's experiences. I have made the aforementioned commitments because they answer the questions I seek and orient me to my research. The methods align with my theoretical allegiance and proclivity toward nonprofit contexts and organizational communication. This study

coalesces with my ontological, epistemological, axiological, methodological, and praxis assumptions found in the interpretive paradigm, which serves as my guide, "net . . . paradigm, or an interpretive framework" (Denzin & Lincoln, 2005, p. 22). The aforementioned qualitative assumptions set the foreground for a grounded theory methodology.

Grounded Theory

The purpose of the grounded theory methodology is to provide an emergent theory that is grounded in the data to explain the phenomenon (Glaser & Strauss, 1967; Corbin & Strauss, 2008; Charmaz, 2006). The purpose of my study is to understand how community college fundraising professionals discursively construct relationships. A grounded theory methodology is a systematic, inductive social scientific approach to theory-building that is grounded in the data and in lived experiences (Lindlof & Taylor, 2002). Grounded theory allows categories to emerge from data rather than forcing data into pre-determined categories (Charmaz, 2006; Glaser & Strauss, 1967). However, as suggested in the literature review, I am using some categories of RDT as *sensitizing* concepts. The processes of "*constant comparison* and *theoretical sampling* guide the development of the emergent theory" (Holton, 2007, p. 277). My study will follow the constructivist stance on grounded theory presented by Charmaz (2006), which expands the post-positivist grounded theory methodology of Glaser and Strauss (1967). This distinction will be delineated in the discussion below.

Participants

The goal of sample selection was to choose participants who are non-profit fundraising professionals at community colleges, who were willing to share their

experiences, and who are members of the Council for Resource Development (CRD), the premier fundraising organization for two-year community and technical colleges. The 19 participants — 12 females and 7 males, 8 from the Midwest, 5 from the South, 3 from the Northeast and 3 from the West — were able to speak to the discursive construction of relationships in their workplace role. Participant years of experience as a community college fundraiser ranged from 1 to 5 years to more than 15 years. The breakdown is as follows: 1-5 years, 2 participants; 6-10 years, 8 participants; 11-15 years, 5 participants; and more than 15 years, 4 participants. Thus, 13 of the 19 participants interviewed accounted for 6-15 years of experience. Participants reported "wearing many hats" and had various titles and responsibilities that were sometimes outside of the fundraising realm. Because I as researcher understand the complexity of community college fundraising, I knew that my participants would have various titles and, thus, I adopted the general term "community college fundraising professional" to recruit eligible participants.

Initial participants were casual acquaintances of mine who are fellow members of CRD and who share resource development best practices and experiences; thus, they interacted frequently at CRD conferences and on the organization's listserv. A purposive sample of individuals was undertaken to increase the likelihood that the theorization of the phenomenon was ascertained (Creswell, 2007). I am currently the President-Elect for 2016 of this organization; I interact frequently with its national member-base in this role. In my nine-year membership with the organization, I have developed collegial relationships with my counterparts at other community colleges and enlisting their support for this project was a natural request. The procedures used for recruiting are outlined in the next section.

This relational and variational sampling denotes a grounded theory-based strategy

that is situationally based but allows for greater understanding of the nuances of the data. The participant pool was expanded in an effort to reach *theoretical saturation*, an acceptable sample size in grounded theory is not predetermined at the study's outset. Operationalizing *theoretical saturation* in this study aligns with one of grounded theory's canons and signifiesan endpoint to *constant comparison* and *theory sampling* "when gathering fresh data no longer sparks new theoretical insights , nor reveals new properties of these core theoretical categories" (Charmaz, 2006, p. 113). "Specifically, the final sample size of 19 interviews reflects how the study progressed, the emergence of codes, categories, and properties and that *theoretical saturation* was achieved (Charmaz, 2006; Lindlof & Taylor, 2002). Overall, this sampling technique allowed the participants to assist in reaching theoretical saturation because participants were chosen due to their ability to uncover requisite dimensions within the data (see Charmaz, 2006). This present study yielded a greater understanding of how fundraising professionals discursively construct and manage multi-layer relationships by adhering to the protocols and guidelines of grounded theory.

Procedure

I have access to the CRD because I am a professional fundraiser for a community college and have been associated with this organization for the past eight years. I contacted CRD's national organization in Washington, D.C., following committee and IRB approval, to obtain a list of current members and their contact information. I contacted, via phone or email, previously identified participants whom I knew through personal and professional contacts and asked them to participate in the study (see Appendix A). My association with participants and immersion in the community college fundraising arena as

an executive director was both a strength and a potential hindrance. My unique position created bias at times toward accepting what participants offered as being the "right" way of fundraising relationship management. A secondary reader of transcript excerpts, coding diagrams, and memos assisted in correcting this tendency. My insider status also strengthened my ability to create immediate rapport and establish common ground with participants; those variables may have increased participant disclosure levels to a greater degree than they would have offered with an outsider. I arranged individual interviews with the 19 fundraising professionals at the locations they chose, thus giving them comfort in deciding where to disclose these confidential matters. I conducted twelve of the interviews over the phone, due to restrictions of time and money; each of those interviewees was comfortable with that arrangement. The remaining seven I interviewed face-to-face.

Prior to starting the interview, the interviewee signed an informed consent form from the Institutional Review Board (IRB) that complies with the Code of Federal Regulations and protects the participant from harm. The researcher followed a semi-structured interview protocol (see Appendix B) with a data collection approach that also includes "[recording] the interview, and transcrib[ing] the interview" (Creswell, 2007, p.130). The interviews lasted approximately one hour or more, depending on the length of the interviewee's responses. Additional participants were recruited through theoretical sampling to develop the emerging theory (Charmaz, 2006). This systematic and thoughtful approach to interviewing is consistent with "responsive interviewing . . . [wherein the researcher] can see that which is often looked at but seldom seen" (Rubin & Rubin, 2005, p. vii).

Data Collection and Analysis: Interview Method

In a grounded theory methodology, data collection and analysis are not separate and distinct acts but rather interdependent for theoretical emergence. Data collection and analysis are "intentionally blurred in grounded theory studies" because the analysis informs the need for further collection (Charmaz, 2006, p. 188). The methodology and methods in grounded theory are known for "flexibility and simultaneously give you more focus than many methods" (Charmaz, 2006, p. 15). The grounded theory methodology begins with the data and the data guides the method.

This study uses the conversational interview method that is *semi-structured* in its interview design and allows the researcher to construct a likely interpretation of how fundraisers discursively construct relationships (Creswell, 2007). Lewis, et al. (2010) in their study of non-profit IORs used the focus group method to obtain data from 40 participants. They used the focus group method to foster interaction and discussion in a group setting (Lindlof & Taylor, 2002); however, they placed five participants in eight groups over three different dates and tried to create groups where individuals did not know the other participants. They tried to place unfamiliar participants together but were not always able to do this. Their focus group style may have stifled candidness because participants may have known one another and/or they were talking about tensions in their workplace with other non-profit employees who may have been seen as competitors in philanthropy. Thus, the individual one-on-one interview style may encourage a more open and honest dialogue with less professional risk to the participants and that is why it is used in this present study.

An interview method under the grounded theory methodology presupposes that the

researcher is present in the data and the interview process is conversational, therefore, giving the researcher greater flexibility in adapting to a participant's response: "By adopting grounded theory methods you can direct, manage, and streamline your data collection and, moreover, construct an original analysis of your data" (Charmaz, 2006, p. 2). Moreover, Charmaz (2006) suggested that scholars can reengineer data collection methods at any time during the study to enhance seeing the data; furthermore, "methods offer sharp tools for generating, mining and making sense of data" (p. 15).

The researcher used an interview protocol that includes *open-ended main questions* and *probing questions* addressing the phenomenon (Creswell, 2007), which are guided by the four multi-layer relationships found within the community college fundraising professionals' lived experiences. In keeping with grounded theory methodology, a gradual development of probing questions were included in later interviews to further explore codes, categories and properties (Charmaz, 2006). To facilitate data analysis, the recordings were transcribed by the researcher and a transcriptionist who signed a confidentiality statement, which was submitted in the IRB application. The transcripts yielded 305 single-spaced pages, approximately 16 per participant, and allowed the researcher to become familiar with any gaps in the data, ambiguities, or codes that emerged.

According to Rubin and Rubin (2005), "*Data analysis* is the process of moving from raw interviews to evidence-based interpretations that are the foundation for published reports" (p. 201). The process of coding condenses the data "into analyzable units by creating categories" and serves as part of the overall analysis (Coffey & Atkinson, 1996, p. 26). This stage also presents congruencies and discrepancies among

the interviews. Next, the data underwent a theoretical comparison assessing its fidelity to the proposed *sensitizing* framework and whether or not the phenomenon is explained by the theories presented in the review of literature. The subsequent section details the analysis.

The grounded theory process adheres to some techniques named by Corbin and Strauss (2008), which are still accepted by Charmaz (2006). In particular, I utilized the analytic tool of *constant comparison* to ensure that the categories are consistently identified and named; "Through studying data, comparing them, and writing memos, we define ideas that best fit and interpret the data as tentative analytic categories" (Charmaz, 2006, p. 3).

The grounded theory methodology incorporates constant comparison of categories, properties and dimensions that emerge from the data. Memo-writing enunciates the comparison of data to data, data to categories, categories to categories and categories to concepts ensure proper comparison (Glaser & Strauss, 1967). A constructivist approach to grounded theory is adaptive:

> As grounded theorists we study our early data and begin to separate, sort, and synthesize these data through qualitative coding. Coding means that we attach labels to segments of data that depict what each segment is about. Coding distills data, sorts them, and gives us a handle for making comparisons with other segments of data. Grounded theorists emphasize what is happening in the scene when they code data. (Charmaz, 2006, p. 3)

The data underwent *constant comparison* throughout the coding processes: initial, focused, axial, and theoretical coding in a reflective back and forth way in four phases.

First, data collection and analysis began in January 2013 through February 2013 with seven interviews. A break from collection allowed for transcription, line-by-line coding and constant comparison of the data and some memo writing. Memo writing was integral to seeing what was developing. Memos gave life to the codes, kept me focused as a researcher by allowing me to take messy detours and circuitous coding routes without losing track of the study's purpose. Memos started to take shape as codes and categories began to show some level of relationship to one another. The software program provided a mechanism for diagramming the relationships and memoing about how the two categories were connected. The relationships among and between the categories led to memos with topics such as: board-to-board relationships, disclosure, formal documents, and sexual harassment. I then compared memos to one another and merged them to help answer the research questions. A secondary reader also reviewed my memos, provided feedback and input on how the memos were and were not representing participant experiences. In keeping with grounded theory, once the conceptualization process was underway, the *initial coding* phase produced "careful word-by-word, line-by-line, and incident-by-incident coding" to help the researcher address the grounded theory tenets of "fit and relevance" (Charmaz, 2006, p. 54). Charmaz's (2006) constructivist approach and Corbin and Strauss's (2008) post-positivist approach both adhere to writing memos and drawing diagrams that assist with the identification of properties, which are "the general or specific characteristics or attributes of a category," and dimensions, which "represent the location of a property along a continuum or range" (Corbin & Strauss, 2008, p. 117). However, Corbin and Strauss recommend it during *open coding*, whereas Charmaz uses it later as the marker between data collection and writing the first draft of the research report. Again,

this project will introduce memo-writing, as Charmaz suggests. The *initial coding* allows

the researcher to fragment the data in a line-by-line way and begins putting them into

categories. The first phase of analysis is initial coding where the researcher looks for

similar codes that interviewees frequently mention. For example, participants can use their

own language or code, which is called *in vivo* (Charmaz, 2006, p. 55). Then, the emergent

codes are placed in thematic categories. The process of the *focused coding* phase,

suggested by Charmaz (2006), is much like the post-positivist stance in that the researcher

focuses on the most salient codes and condenses the data "into analyzable units by creating

categories" (Corbin & Strauss, 2008; Coffey & Atkinson, 1996, p. 26). In the intermediate

stage of *axial* coding, the researcher begins comparing categories to categories, looking for

dimensions, properties, and sub-categories (Charmaz, 2006; Corbin & Strauss, 2008). At

this point, "categories not only proceed as we interpret the collected data but also the

categories become more theoretical because we engage in successive levels of analysis"

(Charmaz, 2006, p. 3).

The second phase of data collection and analysis occurred in June through August,

2013, when I interviewed seven more participants. As before, a collection break allowed

for transcription of the audio tapes, initial and focused coding, and constant comparison of

the new and previously collected data. After thorough analysis, the interview protocol was

reworked to probe for fundraiser's management of disclosure and emotions in their

relationships. This reworking of the interview protocol allowed the researcher to interview

five more participants from March through April of 2014 and to identify emerging

concepts. This led to the final stage of coding.

The final stage of coding is *theoretical* and it relates the *focused coding* categories

to one another (Charmaz, 2006). Ultimately, this coding adds to an emergent theory

(Corbin & Strauss, 2008). Once *theoretical saturation* (Charmaz, 2006) is met and no new

concepts are emerging, the coding process can begin the *validation* step of consistency and

coherence with the data (Creswell, 2007). Finally, the standards of validity were addressed

to support the research.

 Contrapuntal analysis was also used as a sensitizing met hodology to address the

second research question: What, if any, dialectical tensions emerge during the

management of relationships? Baxter (2011) advanced the use of *contrapuntal analysis* as

a methodology for analyzing discourse that "focuses on the interplay of contrasting

discourses" (p. 152).

 The methodology adheres to the guiding questions, following Baxter's prompt,

"What are the guiding discourses in the text and how is meaning constructed through their

interplay?" (p.152). The IORs inherent in the community college foundation context

served as a fruitful discursive site. Participants discussed the management of relationships

associated with their role through retrospective storytelling during the interview. These

accounts serve a two-fold purpose according to Baxter (2011):

> Although relational communication can construct meaning about anything, the
>
> systems of meanings, or discourses, that I'm particularly interested in are two-
>
> fold: discourses that are implicated in individual identity (Who am I in this
>
> relationship? Who are you?) and discourses implicated in relationship identity
>
> (Who are "we"? What is our relationship?). (p. 157)

This approach is complementary to grounded theory in that Baxter (2011) suggests the use

of "contrapuntal analysis in a more inductive way, identifying discourses in an emergent

way from the data" (p. 159). The concepts, anchored in the data and identified in grounded

theory, are synonymous with the manifest or latent discourse themes used as text in

contrapuntal analysis (Baxter, 2011). Although I used grounded theory to identify the

concepts, I used sensitizing dialectical findings related to the relational dialectics

framework to deepen the line of questioning by answering the second research question and

asking "But are the discourses competing?" (Baxter [2011] p. 164). In short, I did not

conduct a full- scale contrapuntal analysis but, rather, used the overarching assumptions to

examine the dialectical discourse. Therefore, in the results section, I will discuss themes,

not the conversant struggles laden in the management of tensions.

Quality of the Proposed Study

   Validation. Once *theoretical saturation* was met (Charmaz, 2006), standards of

qualitative validation were employed to enhance the quality of the study and uphold

empirical and credibility criteria. Creswell (2007) offered eight *validation* procedures

for researchers to follow and recommended that at least two techniques be included in

the process. This section will articulate the validation methods used in my study. First,

I clarified my *researcher biases* and my orientation in the research assumptions so that

readers are aware of my previous experiences and personal interests. This disclosure is

purposeful and will allow readers to understand my purpose and intention. The second

validity technique I employed is the *standard of thick, rich description* provided in the

research findings. Finally, I used memo-writing to help build *theoretical saturation* and

to support the codes, categories, and concept findings, thereby allowing readers to see

congruency in the data. Although Creswell (2007) requires only two of these validation

procedures, I employed three. Overall, this study follows the validation strategies of

researcher biases disclosure, rich textual descriptions in the findings, and close adherence to grounded theory.

      Research Ethics. A researcher code of ethics, as sanctioned by the University of Missouri's Institutional Review Board (IRB), must be followed to protect participants. Federal agencies perform audits of institutions in order to ensure compliance; therefore, deviation from approved processes must be communicated in order to protect the participant, researcher, and institution. The following issues of autonomy, beneficence, justice, harm, and informed consent will be briefly reviewed to demonstrate an understanding of these essential components. First, participants must have the freedom to opt out of the research study at any time. Moreover, their participation must be fully autonomous in that there is no coercion involved in the recruitment or retention of the individual(s). Second, the researcher must have the intention to shed light on an issue for the greater good of society in a beneficent manner. Third, justice must ensured through fairness and reasonableness of participant's time and treatment. Fourth participants should be protected against harm and the subject matter cannot infringe upon participants' personhood or involve risks outside of everyday conversation. Additionally, if something were to happen to jeopardize participants' safety, the IRB would be immediately contacted for intervention. Finally, an informed consent form had to be signed by the participants to guarantee that they understood their rights during the research process. Overall, these ethical issues must be taken into consideration during every phase of the research process so that participants are protected and federal regulations are followed.

Summary

      By following this systematic process of data collection, analysis, and validation

under the grounded theory methodology, I was able to develop a theory regarding how community college fundraising professionals discursively construct relationships, and this theory explains the centrality of communication in managing potential tensions. Ultimately, an emergent theory grounded in participant data brought greater understanding to this process.

CHAPTER 4: FINDINGS

Toward a Theory of Fundraising Relationship Management

By applying grounded theory and hard data, I generated two research questions: RQ1) How do community college fundraising professionals manage the complex, multi-layer relationships in their roles? and RQ2) What, if any, dialectical tensions emerge and interplay during the management of relationships? The findings from my study culminated with a theoretical process called *Fundraising Relationship Management*, which fundraisers use to manage the multi-layer relationships associated with their roles.

The results from RQ1 describe how the community college fundraisers in this study are the primary relationship managers working with their respective college presidents to accomplish four tasks: (1) formalizing the interdependence between the foundation and college boards; (2) tailoring interactions with constituents; (3) enlisting and educating volunteers and staff; and (4) raising money. Therefore, these are the four overarching discourses I needed to study.

I analyzed the dialectical interplay among the interlocutors involved in these four discourses and applied those findings to my analysis of RQ2. I heeded Baxter's (2011) methodological question, "What are the guiding discourses in the text and how is meaning constructed through their interplay?" (p. 152). In this chapter, I will first describe the RQ2 findings, which will provide a dialectical framework for better understanding the themes identified by RQ1.

Dialectical Interplay

      Within the discourses of community college fundraising professionals is a dialectical interplay that I have sought to uncover. My discussion here will introduce the primary themes that fundraising professionals must manage in relationships and then will identify the dominant discourses at play within those themes.

      Fundraising professionals manage relationships in four key ways: (1) formalizing the interdependence between the foundation and college boards; (2) tailoring interactions with constituents; (3) enlisting and educating volunteers and staff; and (4) raising money. Figure 3 depicts the tensions that emerge from these four tasks. As this illustration makes clear, the *empowerment-disempowerment* dialectical tension is a supra-dialectic emerging from the other dialectics inherent in the work of community college fundraising professionals and their relational management.
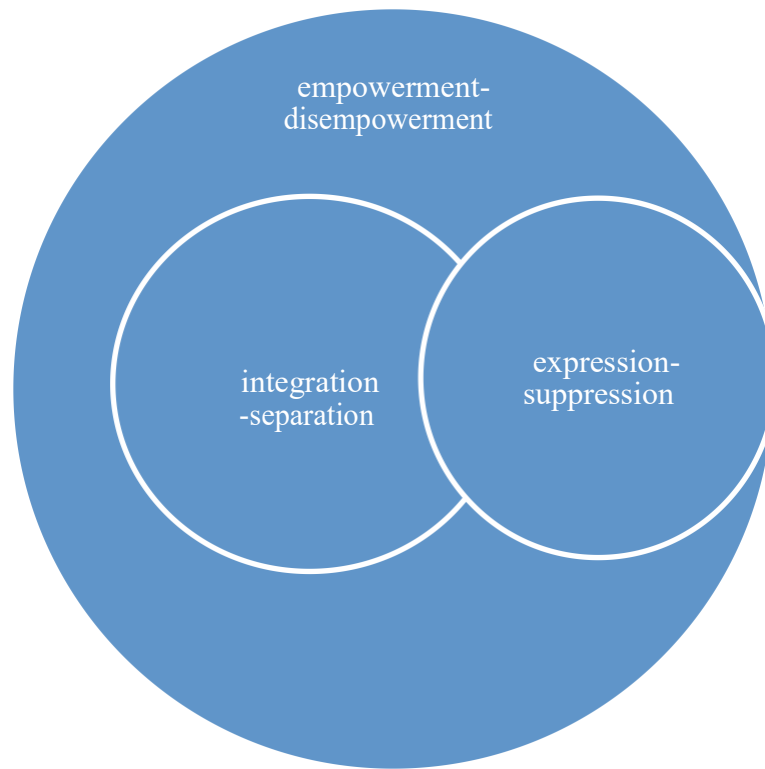
Figure 3 Dialectical Interplay in Community College Fundraising

In addition to empowerment-disempowerment, the two dialectical discourses — or systems of meaning — I have identified are expression-suppression and integration-separation. The dialectics themselves, each of which will be defined below and vividly described from the data, are all inter-related.

Empowerment-disempowerment

Fundraisers encounter dialectically punctuated moments of empowerment-disempowerment as they navigate uncomfortable situations that are part of the complex, multi-layer relationships associated with their role. The fundraisers I studied all reported an overarching presence of power struggle between and among interlocutors in fundraisers' discourses. Disempowerment emerged in moments of gender bias and sexual harassment, and when donors had unrealistic expectations or wanted a fundraiser or staff member fired, or when college presidents refused to fulfill their fundraising roles and associated duties. By contrast, fundraisers felt empowered when employing distancing tactics, diplomacy, directness, and when finding favorable outcomes. Each of these scenarios deserves examination.

The moments of disempowerment can be very difficult, particularly for female fundraising professionals experiencing gender bias and sensing the need for a powerful male to diffuse a situation. Kathy, for instance, recalled a time when a donor would not concede to her perspective, thus making her feel like "a damn woman":

> I finally took, the [male] president with me one day because the way [the donor] was wanting to set up his scholarship, I would not be able to fund [it], not because of my policies, but because of the NJCAA [National Junior College Athletic Association] rules. [The donor] wanted to be able to give an athlete money and he

couldn't do that. And, so, I finally just took my president with me and said, "I just

want you to hear it from the president. I know you believe me, but at the same

time, I want you to understand." It was like, if he wasn't hearing what he wanted

to hear, well, I was just a damn woman telling him that and he just needed more,

um, a more educated answer or a more definite answer or whatever.

Kathy's experience makes clear how gender bias can impede a fundraising professional's

ability to manage a relationship with a donor without the assistance and gravitas of the

(male) president. In this instance, Kathy put the college's interests before her own, thus

helping the college raise money at the cost of her own disempowerment. As Kathy sensed,

being female made her unable to effectively deliver the message to the male donor. She

did not overtly address the power dynamic with the donor but rather worked toward a

favorable outcome by choreographing the communication: a personally delivered message

to the donor by the powerful, male college president.

A second fundraising professional whom I interviewed, Katie, experienced gender

bias with her foundation board chair and likewise felt disempowered. Her (male) board

chair openly criticized her in meetings and pushed her professional boundaries. To

mitigate the situation, she employed distancing tactics — which can include avoiding

someone or assigning the relationship management to another person — and diplomacy,

i.e., employing effective and tactful relationship management techniques. In her

interview, Katie referred to the board chair as an "ass" and said she learned to never let

another board chair run a meeting. It was an isolating and disempowering experience,

especially since after reporting the problem to her college president, he told her, "'You

know, I don't know what to tell you.'" His inaction felt like a dead-end in Kathy's

attempt to restore control over the situation. Katie said she "was pretty devastated: I mean, I would cry. I look like a strong person." Katie only felt empowered when she used diplomacy tactics. She enlisted the help of a third-party mediator "because I was not going to have a repeat of that." The mediator helped negate the chair's ability to seize power over the meeting's agenda, thus allowing Katie to fully act out her organizational role during foundation board meetings by distancing herself from the board chair. As Katie reflected on the experience, she said, "You know, I just had to start putting distance between me and that person." Distance and diplomacy were empowering mechanisms for Katie.

Likewise, Doris used a diplomatic tactic of reframing and conflict avoidance to deal with gender bias from male donors who used "little darlin'" phrases with her and her staff:

> Some of the older farmers or ranchers, when you work with them, it's "Okay, little darlin'"-type stuff, but, I think how I get past that and work through that — that sort of is more uncomfortable for my younger staff than it is for me. And the reason it is for me, I see it as generational. That's just the way they are. It has nothing to do with me or my power as a woman or [as] a female administrator of a foundation. That's always been the way they've dealt with women, and I think that when I don't take offense to it, I find they have a lot of respect in me. And then that respect starts to grow until we become equals at the table.

Doris diplomatically reframed the disempowerment of demeaning comments into an opportunity to earn respect and become "equals at the table" with her male counterparts. She accepted yet minimized the disempowerment by understanding the benign character of the donors' intentions and thus maximizing the exchange to her benefit. Ultimately, by

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acting out her organizational role as a fundraising professional and by managing

relationships toward a favorable outcome, Doris avoided confronting the donors, which

could have jeopardized her relationship with them.

Community college fundraising professionals also experience disempowerment

when sexually harassed. Although several of the participants in my study reported that

sexual harassment was uncomfortable and inappropriate, they did not confront the

perpetrator for fear of jeopardizing the relationship and thus risk an unfavorable outcome

professionally. One such fundraiser, Jenna, described being sexually harassed by a

donor:

> Um, well he was drunk [laughing]. And so, it was sexual innuendo comments, and I
>
> just totally brushed it off. Kinda inappropriate touching, like his hand on my knee
>
> type of thing. But . . . [I] just tried to get out of the situation as quickly as I could,
>
> and walked away . . . . I'm not going to put myself in this situation again. . . . Well, it
>
> wasn't my knee, it wasn't my knee, it was, like, my thigh, you know. It was a little
>
> higher up than my knee [laughing].

In response to this verbal and physical harassment, Jenna used distancing tactics to

empower herself and to prevent a recurrence. Her laughter in describing the situation

conveyed that it was uncomfortable to retell. The sexual harassment disempowerment

tension is fully explicated in the subsequent discussion of RQ1 findings.

A third common example of fundraisers' (dis)empowerment occurred when donors

made demands and expected something in return for their gifts. Jim, another community

college fundraiser, was working with a major donor who wanted to participate in the

hiring process for a faculty member and to supplement the salary because she was the primary benefactor for the program. Jim wanted to tell her that only faculty hire faculty, but he could not say this bluntly for fear of alienating an important donor:

> Because if she thought poorly of our college, she could — she has enough power and influence that she could go to half a dozen families and foundations in our community and we would never get another $100,000 or more gift again.

Thus, Jim looked for a favorable outcome to empower himself to manage the relationship to that end. Jim cautiously explained the college's restraints in bringing in donors to hire faculty:

> I mean, so with her on your team, it greases the wheels for everybody else. So, yeah
>
> — I would definitely never say anything. That was my first instinct: "Our faculty hire faculty. You need to stay out of it." But, again, she's got her name on the building. The building would still be empty had her family not give[n] us a million dollars.

The donor's ability both to provide funding and attract other donors delimited Jim's ability to act upon his instinct. By expressing the college's restraints in the hiring process in the way that he did, he was able both to advance the college's interests and connect the donor with program faculty, which facilitated the building of relationships.

College presidents have the ability to empower or disempower fundraisers as they manage the multi-layer relationships associated with their roles. College presidents, as shown in Figure 3, are central to the fundraisers' ability to manage

relationships. One fundraising professional, Lisa, recalled a time that a foundation board member overstepped her role and verbally abused Lisa. Lisa finally sought the support of her college president and foundation board chair to redirect the board member, whom they threatened to remove from the board if her actions continued:

> The board chairman and my president met with her and told her about her being very abusive. She had been doing it at other non-profits, as it turned out. And believe it or not, she was very contrite and very apologetic. And they told her, if she did not improve, she would have to leave the board. And she said it would cause great embarrassment for her family if she was asked to leave the board. And they said, "If you meet with [participant] and you two agree that you can be on the board, then we will let you stay." So she came to me and she apologized to me for her behavior.

Lisa's story shows a college president empowering a fundraising professional by allowing her to make the final decision about the donor's future role on the board. Compare the actions of Lisa's president with Katie's president, who said, "I don't know what to tell you" when her board chair was openly challenging her and pushing her professional boundaries during board meetings. In the fundraising arena, college presidents wield the power to ask for donations that will address institutional needs and funding priorities and support the decisions of their fundraising professionals. Fundraising professionals are often disempowered in donor interactions when presidents fail to provide that support.

When presidents fail to fulfill their organizational role, fundraisers can empower themselves by using direct communication. Kathy recounts a donor engagement in

which the college president made his one and only financial ask and failed. The president asked a couple to give a donation. After the donor replied with a gift amount, the president said, "Yes, but if you don't want to give it to us, we will just go ahead and budget it through the college." Kathy says she "chewed his ass" after the meeting because the college president should have presented funding opportunities as a way for the donor to make a difference, not as a way to supplant budget expenses that the college could otherwise financially encumber. Kathy empowered herself by directly communicating her disappointment to her president and telling him about his inability to act out this fundraising role appropriately. The president's actions delimited her ability to raise monies for the college. Her confrontation with the college president did not change his actions, yet she continued to encourage and to coach him on fulfilling this fundraising role.

More specifically, this example typifies the expression-suppression dialectic imbedded within the empowerment-disempowerment discourse. Kathy chose to express her disappointment to the college president rather than suppressing her thoughts and emotions. Expressing frustration with and to the college president seems to be an empowering technique for fundraising professionals. When asked about expressing his opinions to the college president, Mark replied, "Oh, yes! Absolutely. I could, depending on the situation, I've got no qualms in marching into the president's office, shutting the door behind me and unloading with both barrels, if I had to." This sub-tension of expression-suppression is discussed below.

Expression-suppression

Community college fundraising professionals encounter the expression-

suppression dialectic through their communications with donors, board members, and colleagues. In particular, fundraisers make choices as to whether or not to disclose their emotionally charged messages or to suppress them in order to preserve the relationship. The expression- suppression of emotion is a strong tension constructed within the fundraiser role. Another fundraiser, Naomi, reflected on this tension:

> I think we [community college fundraising professionals] have to be the friend maker and the happy person all the time. That's what is expected of us. People want to see us upbeat and happy and . . . the peacemakers, I guess is a good way to put it. The VP for business and finance can be upset because the budgets are so tight, but you're not supposed to be that way.

Naomi's observation begs the question, if fundraising professionals are to display only positive emotions, when is it acceptable to express anything to the contrary? The answer is in the ongoing dialectical struggle embedded in the fundraising professional's organizational role. Expressing one's feelings and thoughts can be a source of empowerment for fundraising professionals; however, the fundraisers I interviewed cited how, when, and where these emotional disclosures could be made.

The participants in my study concurred that they can express positive emotions in the workplace but that they must modify any other emotion. According to Diana, "You can't be hostile," but, she conceded, "I think you can share frustration." Naomi addressed this topic in her interview: "I think that speaking as you're crying because . . . you've been touched, or something like that, and it shows true emotion — that's acceptable. But if it's out of anger and frustration, I think, no. It would not be acceptable." In his interview, Mark said he believes that fundraisers tend to display only positive emotions because they

"want to make everyone happy":

> Oh, my gosh. We want to make everybody happy. That's our problem. That's
> why I have got this helium hand I've got to have surgery on. This hand always
> raises in the air when someone needs extra help. I'm thinking to myself, "Who the
> hell would help out with that project? My God. It will take up so much time."
> And I look over, and my right hand is in the air. We just — we want — it's in our
> nature to make things happen. Try to put together, build and foster relationships
> and, um, try to connect the dots. . . . It's a character flaw, I think. We just try to be
> everything to everybody.

Mark sees fostering happiness as part of a fundraising professional's commitment to
building and fostering relationships. This example demonstrates the need to suppress
negative emotions that might tarnish or jeopardize the ability to manage the multi-layered
relationships associated with the fundraising role.

Fundraising professionals consider their audience — and the power dynamics
involved — when choosing whether or not to disclose an emotionally charged message to
someone. Diana reported her hesitation to cry in front of her colleagues: "I would have to
say, in most circles, if I was around colleagues, I probably would be perceived as not as
strong as I'd like for people to perceive me. So, if tears came out, it may not show that I
was capable of doing something." Tears are not seen as a display of strength and a source
of credibility. Similarly, Katie said she believes that it is acceptable to display emotions
around other women in the workplace, but not around men, especially a male supervisor:

> I wouldn't do it around men very much. . . . Around women, we feel safe and can
> be ourselves. But around men, I think that we have to be really careful, especially

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if they're supervisors. I don't care how fair they are. I think they're still

extremely critical of, I think they are biased.

Lisa explained that emotional displays and workplace labeling are less about the

audience and more about who is displaying the emotion:

> I think women, when we show emotion, we're labeled as weak. And black
>
> women who show emotion, when we show emotion, we're labeled as angry. So
>
> as a black female, you can imagine the double-edged sword that I have to bear.

Like all fundraising professionals, Lisa must constantly consider how her audience is

perceiving her, and she feels that even more profoundly as an African American, held,

she believes, to different standards.

Sometimes, however, the fundraisers in my study have lost control of their

emotions in the workplace and found the experience to be empowering. When Lisa was

asked if she had ever lost control of her emotions in the workplace she said, "Oh God, yes!

Everybody has. If you give me a person who says "No," they're lying." For example,

Lisa responded to a racist comment addressed to her by a board member who believed she

was at risk [of underachievement] because of her race. Lisa is unapologetic about her

emotionally charged, direct response, which, she said, was empowering:

> And I leaned over to him and I said, "Excuse me," I said, "Are you saying I was at
>
> risk?" Well, he realized he'd put his foot in his mouth, and I said, "Let me tell you
>
> something. I grew up with two parents in my life. My parents were married, they
>
> are not divorced, but they were married. I have a Ph.D. . . . I have always known I
>
> was going to college. I was raised with strong morals and values. I have never

committed any crime or broke the law in my life. I have never used drugs. I have

never been pregnant. And, I am happily married for 10 years. I have never used

drugs. I don't drink alcohol." I said, "There was nothing, ever, in my 43 years of

living that put me at risk." And then I said — this is where I lost my cool — I said,

"You were more at risk than I am." [He] put his foot in his mouth and tried to —

tried to apologize. But the damage was done. He looked in my face and said that

crap to me. Can you believe it? But that's racism at its best. He felt so

comfortable, because, of course, of me being black. Of course I'm at risk. And it

never occurred to him that maybe the other 15 factors, maybe she is more than her

brown skin. That's ignorance and racism. And I, when he left, I called the

president and told him what had just happened.

Lisa felt empowered by her emotional disclosure and believed that her direct and

assertive manner enabled her to address his racist comment head on and to change his

preconceived assumptions about her. Lisa's experience illustrates how emotional

displays in the workplace contribute to a fundraiser's empowerment-disempowerment.

Integration-separation

The dialectical struggle of empowerment-disempowerment embodies the

integration- separation dialectic. Integration-separation is most profound in the

interorganizational infrastructure. The most poignant workplace infrastructure for the

community college fundraising professional is the governing board to foundation board

relationship. This relationship underscores the integration and separation of power, making

clear the boards' influence, authority, and limitations. As discussed in the review of

literature, this board-to- board relationship has interdependencies vital to carrying out both

their separate and shared missions. Formalizing interdependence between the governing and foundation boards demonstrates the ongoing meaning-making of integration-separation between boards. The college governing board is a policy-making body composed of elected or appointed members who approve the college budget and institutional priorities whereas the foundation board is a fundraising body composed of volunteers who enlist investors from the philanthropic community to support the college's vision. The distinctive yet complementary roles of each board are conveyed in formal documents such as memorandums of understanding and articles of incorporation. These documents also show interdependences that further incentivize the boards to work well together for mutual benefit. Jim said, "the . . . we're a separate 501(c)(3) not-for-profit organization. Its sole purpose is to support the mission and purpose of the community college I serve." Thus, the foundation is a separate entity but its existence is wholly reliant on service to the community college's mission.

Formalized directorates and liaisons also punctuate the integration-separation dialectics between the boards. Megan defines this as, "one director that serves both as a trustee and as a volunteer director on the foundation." This role further entrenches a leader in both boards to help create continuity and cohesive relations. As Chris said, "we used to not have any interlocking director. . . . The board, just a few years ago, the governing body asked that we would increase that, so more members of the board would get an understanding of what we do in fundraising." The liaison can increase awareness and understanding between the boards so that they can continue to complement one another in achieving their shared interests. In addition, this is a source of empowerment for the liaison, who has knowledge of both boards and can help navigate nuances between the two.

Finally, the formal communications between the boards demonstrates the dialectic of separation-integration prevalent as the fundraising professional manages the relationship between the boards. Kathy defines these communications as a way for the boards to "work together." Participants are often asked to attend governing board meetings and report on foundation activities. They see this as an empowering opportunity to communicate how the boards support one another and achieve fundraising results.

Summary of Dialectical Tensions

In summation, the fundraising professionals' workplace role is fraught with the empowerment-disempowerment dialectical interplay. Embedded within the power dialectic is emotional expression-suppression and integration-separation. Empowerment-disempowerment is pervasive in internal and external relationships and thus is positioned as supra-dialectic. Both expression-suppression and integration-separation are more internal dialectical tensions that occur in relational meaning-making inside the inter-organizational context. The dialectical tensions embedded within the community college fundraisers' organizational context provide a framework for understanding the multi-layer relationships and shed light on how they are managed in the inter-organizational context. This study led to the *Theory* of *Fundraising Relationship Management* and highlighted salient dialectical struggles that fundraising professionals frequently encounter in their workplace role.

Fundraising Relationship Management Theory

The *Theory of Fundraising Relationship Management* (TFRM) exemplified in the *Model of Fundraising Relationship Management in an Inter-Organizational Context* represented in Figure 4 is steeped in the data and supported by participant

accounts. This model represents the answer to RQ1 about how fundraisers manage their multi-level relationships. Two primary assumptions of the model are that fundraising professionals, in this study: (1) monitor disclosure, emotions, and interactions and (2) often partner with others to raise money. The theory and model that operationalizes it is specific to the community college fundraising professionals' accounts of how they manage the multi-layer relationships with their specific workplace roles. These aforementioned assumptions are evident throughout the TFRM model.

The Model of Fundraising Relationship Management

The model consists of five component parts, four quadrants, and the key relationship at the center between the college president and fundraiser. The four quadrants and center point describe how community college fundraisers manage the multi-layer relationships associated with their roles in the inter-organizational context: (1) formalizing interdependence, (2) tailoring interactions, (3) raising money, and, (4) enlisting and educating others. Each quadrant and the center point will be fully described in turn to answer RQ1 and present a theory of how fundraisers manage these relationships.
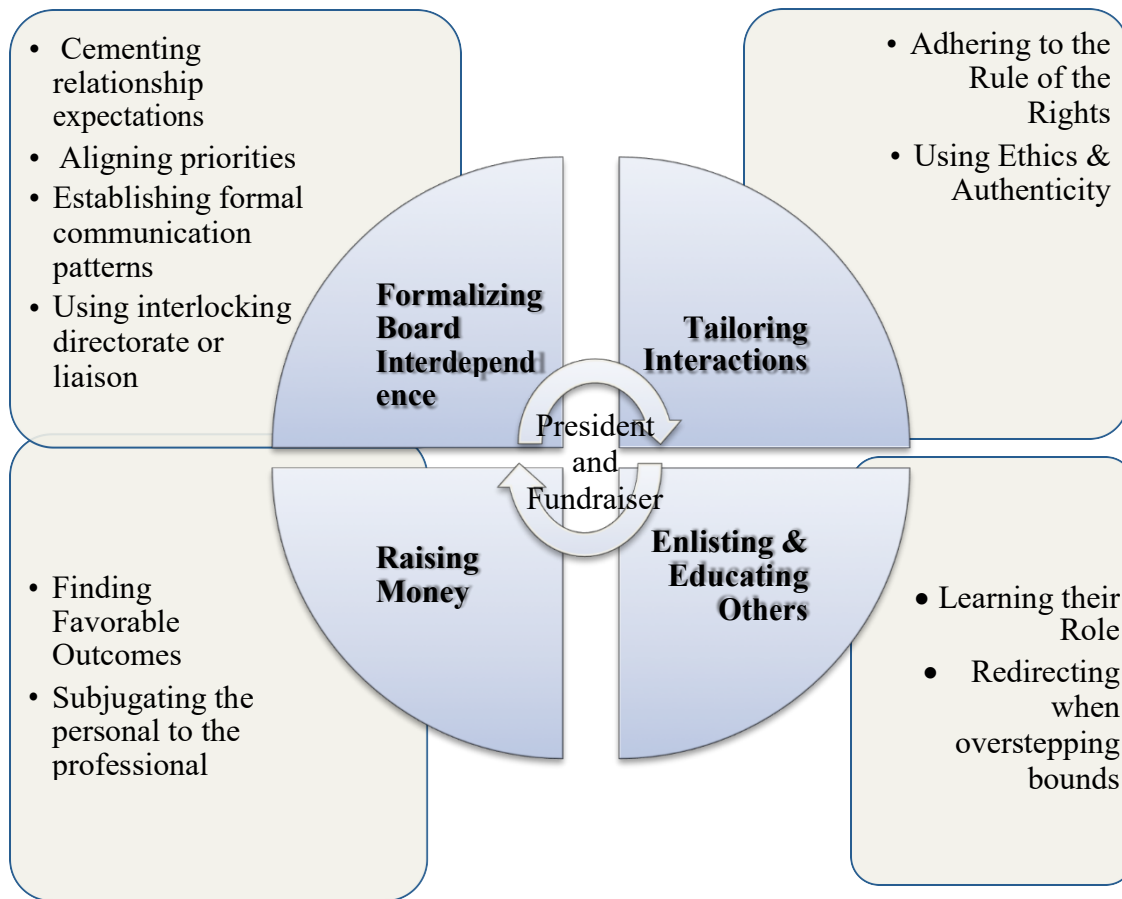
Figure 4. Model of Fundraising Relationship Management in an Inter-Organizational Context.

Managing the President-Fundraiser Relationship

First, at the center of the model, participants clearly articulated the relationship between fundraiser and college president as essential to managing all other fundraising relationships. Community college fundraising professionals discussed their strategic use of the college president in managing relationships. The community college president and fundraising professional serve as the core relationship and *centripetal* force for relationship management and meaning making as presented in Figure 4. Centripetal is the power center from which all other quadrants move toward, it is seen as "normative, typical and natural" and a baseline from which all other discourses are

measured (Baxter, 2011, p. 123).

Interestingly, the data suggest that managing this relationship ultimately falls to the fundraiser to manage. Community college fundraising professionals in the present study report a need for the college presidents' participation in developing relationships with internal and external constituencies and managing the multi-layer relationships contained within the inter-organizational environment. The college president's leadership or lack of leadership in resource development often enhances or limits the fundraiser's ability to manage relationships with constituents. The president's role in fundraising has long been asserted as a requisite function in donor relations (Cook and Lasher, 1996; Glass and Jackson, 1998; White, 2011; Miller, 2013), and this study furthers that argument. The president's ability to develop relationships with individuals both internally and externally, corporations, foundations, civic and service organizations is essential to how fundraisers manage multi-layer relationships associated with their role in the inter-organizational context. The presidential role codes, categories, and concepts obtained in this study echo the existing literature but are reframed from the fundraiser's perspective, because they are the participants who are describing this relationship in this study, and they perceive themselves as highly involved in facilitating the presidents fulfilling these roles. The fundraisers' perspectives provide accounts of their relationship with the college president and the role of the college president in fundraising relationship management.

The president's leadership and partnership with the fundraiser in resource development is an overarching concept that defines the process of how the fundraising professional is able to navigate these relationships and develop resources. Fundraisers help the college president act out their role as the President/CEO works with the

fundraising professional to develop relationships and resources. However, the fundraisers' ability to strategically maneuver the college president in relationship management is fraught with power dynamics. Each one of these categories : (1) presidential prerogative in relationship management, (2) presidents empowering the fundraising professional and (3) presidents disempowering the fundraising relationship will be defined and explicated using chunks of data obtained from participants to support these findings. Participant accounts provide a rich description of the community college fundraising professionals' lived experience in managing the president's role in addressing the multi-layer relationships that exist in an inter- organizational environment.

Presidential Prerogative in Relationship Management

College presidents have the power to assist fundraisers in relationship management, should they choose to do so. Community college fundraisers discuss strategically positioning presidents to help with the management of the multi-layer relationships and the power of presidential prerogative in acting out the fundraising role or not. When the community college president is willing to manage relationships, community college fundraising professional participants mention experiencing excellent community relations, donor relations, and board relations; however, as the participant accounts below will show, for those who do not experience such quality relationships, it may be due to the college president's role or lack thereof in the fundraising process. Some presidents will not ask for money, prioritize donor relations, promote board-board engagement, or meet with their fundraising professionals to discuss relationship management. As Jo states, "we wish sometimes they'd [presidents would be] more engaged." Jim gets frustrated with the College president because he "lacks the killer instinct and won't ruffle feathers." Jim feels

it impedes the college's ability to serve its students and communities through resource development efforts. However, some fundraising professionals report presidents who are out in the community meeting with donors but are not coordinating efforts with their fundraising staff. Community college fundraising professionals who report less problematic and more positive resource development processes and outcomes describe a very team-oriented approach to resource development with their college president.

President and Fundraiser Roles

The fundraisers describe the president's role in fundraising as necessary for relationship management. Knowledge of the president's abilities and willingness allows the fundraiser to act out his or her role in strategically tailoring interactions and choreographing communication.

The president's role in fundraising is a critical element in many donor contexts. The management of relationships is underscored when the college president and fundraiser both fulfill their workplace roles when called upon to do so. For example, Chris makes clear the need for the president's presence and involvement below when a gift agreement is being negotiated with a donor:

> Right now we are working on a project with a gentleman that we hope will name a building. . . . It's a ten million dollar naming opportunity. We have a person in my office who has a relationship with this individual, as does the President. The President started the relationship. We had no relationship with this gentleman until he gave multi-million dollars to another community project, we were like, "Damn, we better go talk to him!" He's actually hosting one of our events, which is in a community where we don't have much in the way of relationships, and we are

active between both of our offices [foundation and president], finding names,

finding people to invite. . . . The President has contact with him, our office has

contact with him, we send materials that are important, put materials together.

We've created videos to send to him, we've had him down for lunch on a regular

basis at our student-run restaurant — so, it's kind of a team approach. Everyone is

working together, and we're hoping to get this closed in the next few months, so,

all hands on deck.

Chris's account shows the linkage and synchronicity between the president and

fundraiser's actions and strategies. Specifically, the president must as part of her or his

role meet with a person of a certain influence or affluence to make "the ask." Chris's

account demonstrates the president and the foundation office in carrying out designated

roles to manage relationships.

According to some fundraising professionals, the community college president is in

charge of the execution of the fundraising plan, specifically, how staff, boards, donors, and

communities are engaged. According to Jenna, "If you don't have that president's support

behind you, and that relationship behind you, it's not gonna work." Teamwork between the

fundraising professional and the college president is "really, really important," according to

Ryan, regardless of how strategic it is in reality or how effective the president is at asking

for a gift. Ryan describes the importance of the relationship, "You know, the relationship

between the foundation person and the president is really, really important, and it is kind of

interesting when you think about it. [Presidents] all have different styles." One president

teamed with the fundraiser on donor calls with the expectation that the fundraising

professional would ask for the donation versus another president who would identify

donors, go on visits and ask for money without communicating with the fundraiser until after the fact. Regardless of the president's stylistic approach to resource development, the teamwork between the college president and fundraising professional is important and it involves communication, trust, and a commitment of time. Phil asserts that closeness, listening, and a commitment of time helped to raise "serious dollars" in their community:

> [The president] and I worked very close together. She was the one that said, "I think it might be time to raise some serious dollars." Oh, and for us, a couple of million to three million is serious dollars, based upon our size and everything. And, um, I have to tell you that she — we — did hire a consulting firm, and she loved the consultant and she would basically do anything that I asked her to do. We were true to the recommended process for a capital campaign. She understood that in a capital campaign the president's spending 75 to 80 percent of their time on the campaign. She was willing to go and meet with people, you know, share the preliminary piece study with them and everything else. And she invested a lot of hours and a lot of time doing that.

The president's recognition of the fundraising professional's ability to strategize the president's role and tailor it to the donor empowers the management of relationships.

When roles are established and agreed upon, the president and fundraiser can team together to manage relationships. The approach involves the president and the fundraiser tailoring interactions with constituents (see Figure 4). The foundation staff can put together the proposal and presentation and the president can focus on providing credibility for the institution and relax during the encounter by providing unscripted, authentic "jokes

and little bangs," according to Ryan. Ryan's positive account below illustrates the fluidity of the president acting out his role in the relationship management process:

> Well, I'll tell you that when we did our capital campaign with that president, he was fantastic, because everybody really, really looked up to him and trusted him and respected him. So you had instant credibility. And, when he, just having him in a room was a huge positive. And so, when we would identify a major, major donor, staff would put together — I would put together — kind of like how the pitch is going to go. This is how we're going to do this. And what we would do, we would create an atmosphere, we'd do a PowerPoint presentation. And he was fantastic about during these presentations interjecting little jokes and little "bangs." . . . .
>
> That was probably the best example of working with a president.

Knowing the role the president is willing and able to play empowers the fundraiser to act out his or her role. A community college fundraising professional can still use the college president to manage relationships even if the president is unable to make the ask and does not understand the benefits of fundraising. It is the fundraising professional's role to tailor the interaction and advance the college's interests in the most favorable way while taking into account the president's abilities and willingness. For example, Doris shows how fundraising professionals maneuver situations with the awareness of the president's abilities or lack thereof.

> One-on-one . . . our presidents have always maintained an open door policy. And so, whether you are community member, student, faculty, staff, director, um, all you have to do is walk in the office. . . . Extremely supportive, uh, we went through a major gifts campaign three years ago and at that point, the president wasn't as

strong as a fundraiser as he could have been, because he is very entrepreneurial.

He's the one who believed in building community relationships on the economic

development vein. Wasn't as warm and fuzzy as our previous president, who got

the role. Wouldn't make an ask to save his soul. . . . No, but he'd go with you. But

you had to ask.

Ultimately, for presidents and fundraisers, knowing one's team member and that he or she will act out their workplace role when asked to do so is critical to managing relationships in fundraising.

President Empowering the Fundraising Professional.

A salient feature in this relationship is power. The community college president, as the chief executive officer, holds the highest ranking position and the power that is associated with that role. As such, the fundraising professional must be empowered by the president to navigate the nuances of donor relations and strategically structure donor engagements. Moments of empowerment are presented below as the president (1) prioritizes resource development, (2) recognizes the fundraisers' role, and (3) acts out his or her role in fundraising by serving as the face of the college.

President Prioritizing Resource Development. According to participants, the college president's prioritization of resource development and fundraising efforts is a vital part of the carrying out the college's mission and vision. The fundraising professional's ability to manage the complex, multi-layer relationships associated with the job is dependent upon the college president acting out his or her fundraising role. The president prioritizing resource development (otherwise known as fundraising) empowers the fundraiser to articulate the college's funding needs to donors. Fundraising professionals

report a dependence upon the president's ability to craft a strategic plan and articulate a clear vision. Once a clear and coordinated vision has been established the fundraising professional can execute a fundraising plan that supports these goals. Moreover, participants indicate that the fundraising efforts should not set the institutional priorities. As previously mentioned, institutional priorities are to be clearly defined by the college for the foundation to support through their fundraising efforts. Naomi is hopeful about the current president's ability to provide strategic guidance: "The foundation is always looking for direction and I think our current president is going to afford some good direction related to our strategic plan and an inevitable capital campaign that the foundation will hopefully wrap their arms around."

Once the strategic vision is established, the foundation executive director and college president must work together to align the priorities between the governing board and the fundraising board; Jo believes that contributes to a friction-free relationship between the boards. Jo said,

> The thing that has remained constant is the good relationship between the trustees and the college foundation board. There has never been any friction. There has never been any friction at all. I believe that is due in a large part to the two positions of the president and the executive director of the foundation. I think they have to. They set the tone.

As the fundraising professional manages the complex multi-layer relationships associated with their role, the college president assists by working toward strategic congruencies between the college and foundation board. The president can act out this role and empower the fundraiser by prioritizing fundraising, setting the strategic plan, and aligning

the boards so that the fundraising professional can communicate clear fundraising goals and tactics to constituents. Jo reflected on the dynamic she had with her president:,

> I can tell [the college president] what I think, and she is also very respectful of my relationship with my board. She would never tell me to do something that wouldn't be the exact same goal that the board would give me. Neither of my presidents would have ever put me in that position.

As Jo remarked, the college and foundation board have clear roles and should remain complementary in their course and avoid moments of being "put into that position" and having to choose between one's foundation or one's governing board. As previously noted, the foundation follows the college's strategic plan and vision for serving its students and communities. Without a clear vision, the foundation's resource development efforts can suffer. Chris has found this to be the case at his college: "There's been may be a little lack of vision on the college part, so the foundation has really, sort of, floundered, . . . [about how to] answer the question of 'what's next'."

Recognition of Fundraisers' Role. Part of empowering the fundraiser's role in relationship development is the president's recognition of that role. Presidents who recognize the role of her or his fundraising professional will provide latitude for tasks that are critical to fundraising and relationship management success. Andrea crystalizes the need for the president's empowerment of the fundraising professional to act without impediment in the following account:

> [The president] was always willing to let me, um, book anything on his calendar, and so I think having access to his calendar, sitting at the cabinet table, knowing when to pull him in to the [donor] conversation. Um, I mean with

any large gift. When we were working on the $1.5 million gift, um, there were lots

of meetings that transpired, and he didn't need to be at all of them. He appreciated

the fact that I knew which meetings he needed to be at and which ones he didn't

have to be at. Ultimately, after about four months of work, four or five months of

work, of getting that $1.5 million gift, he knew he had to be, you know, at the

board meeting to present the idea to get the ball rolling. We just worked in tandem

like that, and so that was always good, he knew he needed to be on the front end or

do the CEO-to- CEO ask, but then he knew he could step back at certain points and

let the details be done, and then go back and do the photo ops and get the right

publicity and things.

Like Andrea, Chris describes the role of college president as fundraiser and showcases

the ability of a professional fundraiser to strategically place the president in a particular

context to maximize fundraising outcomes:

Well he has two roles, really. One of the things he calls himself, which we laugh

about, is the stand-up president, the cardboard president, and he says, "Tell me

where you need to be and what you need me to do and I will be there. Stand me up

in the corner and tell me which presentation you want me to give." He's very

proud of and does a wonderful job with what he calls his "deck." He's a

PowerPoint junkie, and so he will cater the PowerPoints to both his key initiatives.

The second thing he does is, he's the overall spokesman, so as you can imagine, our

mailing lists is huge, our email lists is huge, and he sends out regular

communication to community leaders and donors talking about issues: you know,

where are we working with the state, where are we with student attainment, where

are with keeping more kids in school. And the third thing he does, he has a portfolio of the high-level prospects and donors that he works individually himself, with our assistance, but he has his portfolio.

The community college fundraisers' strategic use of the president in managing multi-layer relationships is empowered when it is recognized and utilized. Similarly, the fundraiser is empowered in his or her ability to manage relationships when the president acts out his or her fundraising role as the face of the college.

        President Serving as the Face of the College. Community college fundraising professionals need their presidents to serve as the face of the college, being "out and about in the community," according to Ryan, and visible to community members. According to participants, the community college president lends a level of prestige and credibility to the institution and helps to move forward resource development efforts and relationship development. The fundraising professional helps to maximize the president's fundraising ability when placed in a community context and visible to constituencies. According to Ryan, community support (which can yield donor support) is credited to the president carrying out the role:

> The community has been very supportive, and I attribute that to the President always knowing the entire community: introducing himself, and getting the college's name out there, and making sure it was in the newspaper and in the media.

During a major gifts campaign, Ryan stated that "the President and I, we had a speaker's bureau that we would go out on, just to be out and about in the community" — a vehicle that allowed them to communicate the happenings at the college and actively engage with

community constituents by using the power of public speaking and dissemination. Community college presidents and fundraising professionals attend civic organizations and gatherings that enable them to create new relationships and maintain current ones. Jim details the importance of attendance and the president being out in the community:

> We're an active member of the big chamber of commerce. They have these special receptions, and he and I attend nearly every one. When we go and meet with people, he'll say, "Would you schedule a meeting with someone and let's go talk to them?" And, so, really because he's interested in meeting with people and sees it as important, I think it will reap the rewards in the future.

This strategic positioning of the President in the community helps to enlist advocates for the college and its students and advance the college's interests. If the college president is willing to serve as the face of the college, the fundraising professional discussed their ability to strategically place the president so that he or she can meet with specific constituencies and maximize opportunities to manage key relationships. Megan confirms this notion:

> What we are going to start doing — it was my idea, but he is receptive to it, is scheduling meetings when he's in the next county. Well, let's have a couple of meetings. Let's bring some people out to campus . . . meet with some prospective donors or elected officials. Or some board members or something like that. We're not where we need to be on fundraising as an institution, but, uh, we've come a long ways in the last decade and even in the last year and a half. You know, we're — he's very visible in the community. He attends and will go to the governor's breakfast with me tomorrow morning. I mean that's a part of his job. He sees that

as part of his job to be the face of the institution.

In addition to Megan, other participants attest that presidents team with fundraising professionals to assimilate them into their fundraising roles and to help them develop their community visibility. Matt, for instance, who says that he has a good rapport with the president of his college, advises the president and tells him what he needs to know. Indeed, Matt helped with the president assimilate into the community by introducing him to the key people; now he is the president's "go to person."

President Disempowering the Fundraiser Relationship.

Power dynamics between the president and fundraiser can hinder the fundraising process and cause a fundraiser tension. There are many times when constituent interactions do not go according to plan because something is askew in the president-to fundraiser-relationship. Negotiating these issues is closely tied to power issues. For example, Kathy had strategically and thoughtfully situated the president at her college so that he was able to make an ask to top donors in the right environment at the right time. However, as Kathy recalls, when called upon to act out his organizational role, her college president either goes to donor meetings and fails to ask for the gift, cancels before the big meeting with donors, or, fumbles the ask. According to her, gifts have been lost because of the president's inability to play this fundraising role. Yet his position and authority within the college hierarchy allows him to continue this pattern of behavior, relatively unchecked. Kathy is very open with the president about what he needs to do to improve, and he does not act upon her suggestions.

Kathy was upset with her president for his actions, and, as previously noted, "chewed his ass" after the donor meeting for not acting out his role:

I was trying to work through this [donor meeting planning] and get him more comfortable. He just doesn't react to people well. So, I thought, on this naming of a building, we had a couple that I thought would be easy. He likes this couple. I'll get him to go with me. He finally asked [them] — this is the only ask the man has made. He asked [them] if they could help us financially. And they said, they could maybe do a little something — "Would $5,000 suffice?" And he said, "Yes, but if you don't want to give it to us," he said, "we will just go ahead and budget it through the college." So now, why would anybody want to give $5,000 when your president tells them, "Well, if you don't want to give it." And I chewed his ass. We got back, and I called him and I asked, "What in the hell were you doing? Why would you tell that man we're going to put it in the college budget? Why did we even go and spend the evening, or the afternoon and have lunch?" He said, "Well, well I didn't mean to say that." And I mean, I said "hell," too. I said, "What in the hell are you doing?" But every time he's blown it, I've told him. With respect, I mean, but that day I was just so frustrated.

Kathy's account makes clear that carefully choreographed communication takes place during donor visits and that the president has the power to execute the plan or not. In this case, Kathy felt disempowered and called the president out on the problem, but she did not see any actual change as a result. As fundraiser, Kathy perceives that her president failed to act out his role in a fundraising context, but she had little ability to rectify the problem.

A president incapable or unwilling to act out his or her role can hinder the fundraising professional's ability to strategically position the president. Phil decreased the number of asks that the president was expected to conduct because developing

relationships with smaller donors who had a larger capacity to give was a not a "shared philosophy" between the fundraiser and president:

> [The president's] feeling was that, when I would invite, ask him to come to "asks" for five or ten thousand dollars type of thing, he felt that that was a waste of his time. Well, in our community, in our community, $5,000 or $10,000 is a lot of money. We need a lot of those. Our largest gift ever has been $300,000. We've never had a million-dollar gift. And his feeling was, you know, we shouldn't be wasting [time], and this is not as bad as it sounds, but we shouldn't be wasting time on smaller "asks." So, it was a different, you know, a different philosophy. So, honestly, he and I didn't necessarily do a lot of "asks" together.

Phil's president was not interested in "wasting time," either with cultivating donors who were giving small donations or those who had a larger giving capacity but were still giving in the smaller ranges. Overall, the president was not willing to act out his role in managing relationships, and that impeded the next steps in donor cultivation.

Fundraisers acknowledged that they had to simply deal with such "failings" and personality conflicts due to their subordinate positions within the organization's power structure. In their accounts, Ellen and Jim betray a dislike for their presidents. Such personality conflicts can present a barrier to fundraisers needing to team up with their presidents in order to advance the college's interests. Ellen conceded to "just doing my job, keeping my head down, and moving forward" instead of fostering a closeness with her college's president. She recalls:

> I just learned quickly that there were certain things you could and couldn't do, and so I ended up just doing my job and keeping my head down and moving forward. And I

did not have a good working relationship with her [the president]. On the light side, I would say she was moody and difficult to predict. Um, jealous. Um, difficult. Very difficult. It was easier for me to give her wide berth, and she probably felt the same way and did not seek me out much, although I was still in charge of a lot of things, and it bothered her for a couple of reasons, and one of them was a good reason in that you don't want to give any one person too many things that are important because then they don't get done well, unless the person never sleeps. On the second hand, she was not very, uh, capable or interested in giving credit to anyone for their work. She made life difficult for some.

Jim, too, had a personality conflict with his president affected his ability to work collaboratively to achieve common goals. As Jim recalls, the college president did not empower the fundraiser because he was not allowed to strategize with him, make suggestions, or "voice" his opinions. As Jim's intimates, the president did not share his power or empower others to contribute:

> Our president at the time, a great person, hired me, but knew zero or less about fundraising. Uh, never solicited somebody while he was president for more than 15 years, to my knowledge. And in my 8 years working with him, he never made a solicitation call. Um, so he — I'm glad this is anonymous. Uh, he liked being the smartest person in the room and he liked being the person with the voice and did not like conflict. He did not like anyone making any kind of a suggestion on anything.

This president seemed to want to be the idea person and the decision maker and not to share ideas with — or solicit ideas from — his fundraiser. A fundraiser needs to be

empowered to team up with the community college president in order to manage the multi-layer relationships in the job.

The community college president is central to managing the multi-layer relationships associated with the fundraising professional's role. A college needs to have a solid vision that donors can believe in and thus want the opportunity to invest in. If the college cannot solidify a vision, the fundraiser cannot articulate it, and the donor relationship will suffer. The president has the power to identify and solidify the vision and will ultimately empower the fundraiser and the fundraising efforts by doing so. The college president-fundraiser relationship is characterized by centripetal pull, as visually displayed in Figure 4. I have highlighted the teamwork between the community college president and fundraiser in order to lay the framework for understanding this important dyad. This study will now turn to an examination of how fundraising professionals (in partnership with the president) manage relationships as they seek to accomplish the processes represented in four quadrants in Figure 4: formalizing board interdependence, tailoring interaction, enlisting and educating others, and raising money.

Formalizing Board Interdependence

The first process that the community college fundraising professional — in concert with the president — must manage is governing board-to-foundation board relationship in order to ensure strategic congruency and complementary actions. The relationship between a college's governing board and its foundation board exemplifies Evans's (1965) definition of inter- organizational relationships (see Figure 4). That relationship is defined by its interconnectedness and its complexities. As Strout stated, "Most state colleges don't have the luxury of choosing their own governing boards. The members are either elected

or appointed by a state official, usually the governor. Not so with foundation boards"

(2005, A29). The governing board and foundation board are separate and distinctive in

their roles, yet they are complementary. The governing board is a policy-making body and

approves the college's strategic direction. In turn, the governing board's strategic vision

informs the foundation board's fundraising plans. As will be discussed below, the boards

are similar and different in their composition, key functions, and areas of responsibility.

The fundraising board and governing board have distinctly different types of members on

their board, mainly, volunteer versus elected officials. Ryan, a participant in the current

study, calls attention to the governing board's composition: "Our trustees are publically

elected, and we work very hard trying to recruit terrific trustees whose agenda is the

college and not just themselves or some other mission they are on." Although the college

trustees may be elected or appointed while the foundation board is recruited, both are

interdependent entities and must collaborate to advance the institution. Participants stated

that the college and foundation were started at the same time and that the origin of the

college was dependent upon the foundation's ability to secure private-sector support: "The

foundation was extremely important from day one because of our, ah, initial establishment.

Um. We needed to clearly work hand in hand." When the boards work "hand in hand,"

the college's mission and vision is advanced, as depicted in Figure 5 below.
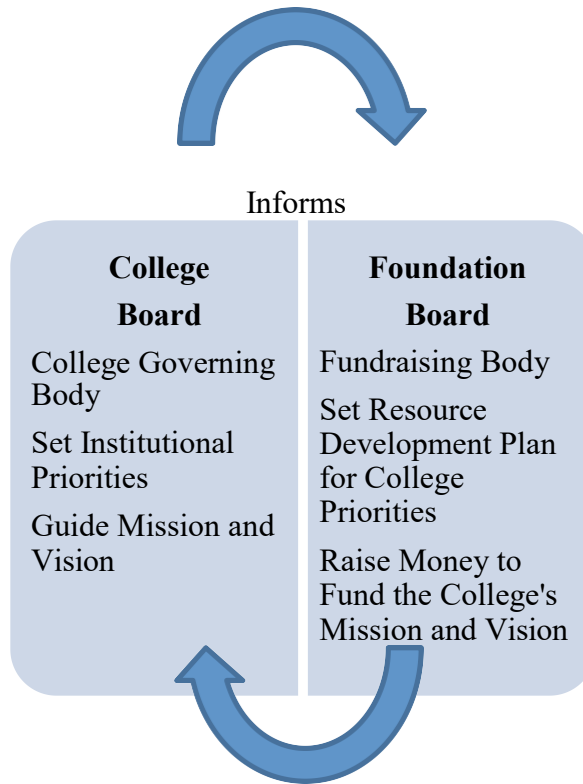
Figure 5. College Board to Foundation Board Interdependence

As shown in Figure 5, the college board, as the governing entity, sets the

institutional priorities and the foundation board, as the fundraising arm, raises funds to

support those priorities to ultimately advance the mission and vision of the college.

Theresa articulates the importance of keeping the boards focused on their purpose: "I want

the trustees to stay focused on governance and I want the foundation to stay focused on

fundraising and opening connections." The foundation board exists for the sole purpose to

support the College and therefore is dependent upon its board's priority setting function to

guide the resource development plan. The college is dependent upon the foundation's

ability to raise funds and leverage resources to advance the institution's mission and vision.

Thus, they are interdependent entities working together to advance shared priorities. The

fundraising professional must manage the board-board relationship to keep these boards

working in a complementary fashion. However, as Jenna observes, the priorities of the boards are not always congruent:

> You know, right now the foundation board is saying what their priority is: raising money for scholarships. Well, that's all great. You know, I've got the College President and, you know, [the] Vice President coming to me saying, "We need money for X, Y, and Z within the college for programming and for other services within the college." And, so, that's where the biggest challenge becomes how to to meet all those expectations. You've gotta, got to somehow manage both. It's a trick sometimes.

The priorities setting function of the board is important to the foundation board and staff so that they can play their role to support it. Ryan talks about when the college board does not make clear funding priorities: "[The boards] work very closely together, but there is always the outstanding issue of priorities. The trustees don't really get involved in specific funding priorities. The foundation and my staff wish they would, because everyone on campus has their own priority." It is important not only that the priorities of the boards are shared, but also that the roles and responsibilities of each are clearly demarcated and acted out.

Participants state that clear and distinctive board roles and responsibilities are important for a strong relationship between the college governing board and foundation board. When asked about the relationship between the foundation board and college governing board, Theresa describes the "intentional separation" between the two:

> We have . . . an intentional separation. So, our college trustees, our college board, um, basically, they oversee, they take care of the president, they oversee the fiscal

success and grant tenure. And we're very fortunate that we have a very good, strong board who really gets their role in governance, which is helpful. [The] foundation board does the fundraising. Now, we do have every year, there is a trustee [of the college board] that has one of their appointments as a liaison to the foundation. So, we always have one person. Um, from the trustees that sits on our foundation board, their position is *ex officio*, so they don't have a vote. But that does keep the communication going [between the boards].

Theresa typifies the sentiment of participants in this study whose boards keep an intentional separation, yet purposeful integration to enhance functionality and communication. As fundraisers manage the board-to-board relationship, along with their college president, formalizing interdependence between the boards builds trust and manages expectations. The salient processes, presented by participants, within this concept are: written agreements and processes; interlocking directorates or liaisons; and regular, formal communication, which this project will further explore below.

Formalizing interdependence allows participants to manage the relational expectations associated with their roles or multiple roles. The importance of formalizing interdependence will be described in the following accounts as participants describe their role and how they manage board relationships through moments of incongruence. According to Jenna, multiple roles as both an employee of the foundation and college can make interaction and communication between boards difficult:

[There] is some interaction. . . [The] board of trustees of the community college and foundation board meet, ah, once a year, ah, on a regularly scheduled, annual meeting. Um, but I think there's, I think there is discussion lately on how we can

get the trustees more involved in what the foundation does. Ah, getting more, the

foundation more and more integrally involved in the college, etc. Um, you know

that's sort of the challenge, especially in my dual role, you know, as both the

Foundation Board Executive Director and the Vice President, Associate Vice

President for the College. And so, you know, it's managing to try to do both and

meet expectations of both. . . . That's a challenging assignment.

Clarity for the fundraiser who is helping to manage the relationship between the boards is an issue. Because the boards are interdependent, Andrea goes to the College President for clarity when managing expectations and goals between boards. She compares meeting the expectations of both boards to "trying to juggle":

So, ultimately I go to the College President and say, "Where would you like us to

spend our time?" Or, "To do 'this' we need XYZ resources." . . . [You] try to

utilize your, your foundation board and you try to utilize other college staff, um, to

help you with those goals as you can. Um. But there again it goes back to

somehow you potentially feel you're trying to juggle all these balls in the air. I'm

not doing any one of them really well.

However, involving the College President can also blur the relational boundaries of the board-to-board separation and create expectations for foundation board action without board consent. To illuminate this tension, Andrea provided an account of the college president wanting to raise funds at a higher targeted amount than foundation staff and board members where comfortable with endeavoring to do:

As a foundation staff, we were looking at [the fundraising goal] . . . — and the

foundation board, as well, you know — a little leery at putting that large of a

target, um, initially to begin with, but we've got a President who, you know, is

bound and determined that's what we are going to do.

Without formalized interdependence, fundraising professionals are receiving their

expectations and fundraising mandates from multiple directions. For example, Ryan

stated he received a fundraising goal from a leader from the foundation board:

I was hired on October 2, and, on October 4, [was] told to raise $10 million for

[an] endowment campaign. They had hired a consultant for about $8,000, and the

consultant wrote this blue sky document, getting input from everybody, that this

is what we could do for $10 million. But remarkably, I kind of knew things were

challenged and the software system really couldn't help you unearth who the key

donors were. We couldn't find anyone to chair the campaign. When we finally

did find somebody, they agreed to only have one meeting and that would be it. It

was a real litany of how not to do something. And then when this one leadership

person resigned off the foundation, the project went away. So we had raised zero

money.

Participants state that not only are fundraising expectations being set without established

formal processes, but so are the transfer of donations from the foundation to the college.

Andrea describes a situation that occurred between her foundation board placing

restrictions on unrestricted donations before transferring those assets to the College. The

college president refused to accept the assets with restrictions because the donor had not

made them as part of the gift, rather the foundation board had steered the monies in a way

that was not seen as useful or beneficial to the college. Andrea's account details this

dynamic of when the foundation board does not follow institutional priorities set by the

college and instead takes it on themselves:

> The challenges come again from trust, because you have, um, you already have a
> president that has different ideas than what they are accustomed to. And, um, they
> really feel like if they're out fundraising, and getting people's money, that they [the
> foundation board] want it spent. Even though it's unrestricted dollars, the
> [foundation] board may put restrictions on how the college spends it. And I've
> watched the president turn down money to support a new program because they [the
> foundation board] were very specific that, this program was only going to be held at
> one campus and it wouldn't be system-wide. And the President, um, said, "No, this
> program needs to be system-wide. Our 18 counties need this program." And they
> said, "Well, then, that means you won't get the money and this program won't get
> started." And he had to say, "That's fine. We'll find another way." Um, because, it
> was just an interesting dynamic . . . and the donor had no idea, that their, that their
> unrestricted dollars, um, were having some restrictions put on them by the board.

Fundraisers in this study overwhelmingly cite the need for formalized interdependence
between boards to manage the complex relationships associated with their roles and
address some of the trust and communication issues described above. According to
participants, managing the Inter-organizational relationship (IORs) between the foundation
board and college board is about formalizing interdependence. Formalizing
interdependence has three primary characteristics: (1) following formal structures and
written agreements; (2) communicating through an interlocking directorate or liaison; and
(3) establishing formal communication patterns. There are multiple dimensions within
these concepts supported by the data that will be explicated in the subsequent discussion.

Formal Structures and Written Agreements

Community college fundraising professionals implement the formal structures and written agreements to manage the board-to-board relationship. These formalized structures and written agreements accentuate the previously discussed *integration-separation* dialectical tension within the inter-organization relationship of the college board and foundation board. This fundamental tension appears to be an ongoing interplay between boards that the fundraising professional must manage with the college president. Andrea makes clear the importance of formal agreements and processes when she talks about the benefits of having "your bylaws in place" and "systems in place" or "an agreement in place." Likewise, Matt explains how formal processes for gift acceptance tied to naming rights functioned in a very smooth fashion because policies were in place between the boards. The foundation would secure the gift for naming and then work with the governing board according to the college's policies and procedures to grant naming rights. Matt further states, "[Our] policy for naming rights says that the President [as an agent of the college] and I [as an agent of the foundation] can do everything up until the buildings or campuses. So, this [gift] was a building [naming], and so we had to present it to the board of trustees [governing board] for acceptance. And they accepted it." This policy illustrates how fundraisers manage the relationship between the boards and guide a coordinated effort for the acceptance of donations. It is an essential job function tied to naming opportunities.

Participant data shows that fundraisers use formal operating agreements between the college board and foundation board to set guideposts, to manage the relationship, and to help guide the decisions and actions of the boards. Matt defines his as follows:

We have memorandum of agreement between the [college] trustees and my

foundation board. So, basically, it's about a 4-page document that basically says

the college will provide all the support, they pay my salary, everything except

things like, uh, our recognition boards, our audit, etc. And, of course, in the

fundraising campaign, we have to pay our fundraising consultants — stuff like that.

And the agreement on our side is that everything we do is to the benefit of faculty,

staff and students. So it's a great relationship.

The memorandum of understanding has worked well as a guidepost for Matt's

management of the board-to-board relationship in its integration, separation, and division

of duties. As Lecil states, the foundation is a separate entity from the College and

adheres to its own guiding statutes and bylaws and sometimes have to "play that" when

moments of power infringement occur. Playing "that" is a reminder to the college board

of the board's separateness from the foundation and, thus, lack of authority over it:

The foundation, as a 501(c)(3), we set our own policies and procedures, in keeping

with state policy, uh, which oversees a lot of that. And every once in a while,

we'll play that "We're an independent 501(c)(3)" [to the college board] and that's

what we have to do, card. Uh, but even then, it not from an adversarial position at

all. Because our board is so strong, they are not a rubber stamp, which can

sometimes can lead to a little bit of issues on our end. But, you know, we work

through those and we're very fortunate for what we have.

This separation is good but it sometimes can lead to issues because the foundation board is

strong and active in its decision-making. Many fundraising professionals have their

salaries funded by the college through state funds versus by the foundation through donor

dollars. In these instances, fundraising professionals would not report to the foundation board because their salaries are not funded by them. This creates integration between the boards: the fundraising professional is an agent for the foundation, but employee of the college.

According to Lecil, the foundation board has its duties, which do not include management of the staff or processes, so this salary arrangement keeps the board at "arm's length":

> The foundation board is focused on governance of the foundation. Its assets, its strategic direction to a certain extent. Uh, with input of the [college] president, of course. And then the management is left to the staff and to the college president. Uh, we are, our salaries are funded by the state. We are not funded out of the foundation, . . . which creates a little bit of arm's length.

Fundraising professionals keep their foundation boards focused on their respective responsibilities and turn to formal documents, such as the articles of incorporation, for clarity on how the college and foundation should work together interdependently. Jim describes the foundation board's formalized mission in the article of incorporation for the foundation as a separate 501(c)(3) with its mission fully integrated to the College's needs. Jim observed that his college's foundation's "sole purpose is to support the mission and purpose of the community college I serve. I think it [articles of incorporation] actually reads 'to support the faculty, staff, students and the mission of the institution'."

Fundraising professionals work with the foundation and college to set up operating agreements providing clarity for the integration-separation dynamics embedded in the board- to-board relationship. Formal documents and operating agreements can further

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separate the boards and the division of asset dependency. For example, the agreement can address questions of who pays for the space the foundation staff occupies and who pays their salaries. Chris discusses the agreement details between the college and foundation that help to guide the complexities within his inter-organizational context. His college has a formal agreement that includes a lease for space usage and a percentage of employee work time spent on foundation duties. Each year his foundation makes a grant to the college in recognition of those resources.

Though the fiscal division of income and expenses appears to be managed in these formal agreements, the formal structures, agreements and processes can change board-to-board dynamics. For example, Jo experienced a shift in the foundation board's interest in the foundation staff when the foundation began repaying the college for their salaries:

We pay everything back. We pay our salaries, our benefits, our travel, our paper, our telephone. So we, as long as we have been able to do that, which that happened under — that was not the case when I started here. Um, but as we build and we're able to, we pay the college back, every cent. 'Cause we figure as long as we can do that, we don't want to cost them money, we just want to make them money. But I would think . . . [an] interesting thing for us to talk about is how that change changed my reporting structure. No, I love being a college employee. But interestingly enough, a few years back, when we first started paying our way, my board became a bit more, um, possessive [of me].

Jo found that when the foundation started paying her salary, the foundation board became more interested in the management of her fundraising position.

Overall, formal structures and written agreements help fundraisers manage the

complex board-to-board relationship associated with their roles in the inter-organizational context. A second key way in which fundraisers manage the complexity is by formalizing a position that acts as a conduit between the boards.

Interlocking Directorate or Liaison.

Community college fundraising professionals use interlocking directorates or liaisons to manage the board-to-board relationship. The articles of incorporation can also formalize the appointment of an interlocking directorate (a director who serves concurrent terms on both the governing and foundation boards) or a liaison, whose job is to manage the board-to- board relationship through better communication and understanding. This person is, as Megan simply characterized it, is "one director that serves both as a trustee and as a volunteer director on the foundation." Chris's articles of incorporations dictate that four interlocking directors from the college's governing board serve a one-year, overlapping [concurrent] term on the foundation board, "so that way we ensure that we have people who are understanding both sides of the house and can share information back and forth."

Moreover, Chris reported, the request for an interlocking director came from the governing board: "We used to not have any interlocking director. . . . The board, just a few years ago, the governing body, asked that we would increase that, so more members of the board would get an understanding of what we do in fundraising." Similarly, Ellen conveyed how a long-term college trustee helped to highlight the importance of representation on the foundation board: "We always have one trustee who is a liaison member on the foundation board. He's been on it since I was involved in 1990. We decided it was important to have trustees on the foundation board."

Ryan believes that the interlocking directors who liaison from the governing board to the foundation board assist in managing the relationship and keep it from becoming adversarial. The interlocking, overlapping role of being both a foundation director and a college trustee helps the fundraiser align the boards' functions to complement one another. In addition, the college president serves on the foundation board's executive committee. Ryan emphasizes the importance of a positive board-to-board relationship and working hard as staff to make certain that the two entities "work in sync":

Yeah, it's very important. There are some colleges, I believe, where you might have sort of an adversarial relationship between those two bodies. Obviously, that's a recipe for disaster. What we have done here, we have worked very hard to make sure the Trustees work in sync with the foundation board, so we have two members of the trustees are members of the foundation executive board. The President of the College is the standing secretary of the foundation. So, you have this linkage. So, the communication is very good. At every trustee meeting, the foundation makes a report. One of the trustees will make that report.

The fundraising professional interlocks the boards with a liaison or director allowing for integration but giving that director an ex-officio status on the foundation board provides for separation of powers. Meaning the liaison does not have voting rights on the foundation board. The fundraising professional can separate the relational powers because the board of governors through the interlocking director cannot supersede the authority of the foundation board due to the ex-officio status. Lecil asserts that having interlocking representation is important and claims it is a state of being "functionally integrated" in the board-to-board relationship while also granting non-voting rights:

The local college board, the chair of the local college board is granted an ex officio seat on the foundation board as is the college president. So we always have at least one member of the college's governing board on the foundation board and vice versa. Our foundation board president, while not an official member of the local board, attends all local board meetings and give a foundation update. So at every foundation meeting we have a local board update at the end and at every local board meeting, they have a foundation update. So we're very functionally integrated.

This functional integration comes with expectation about the person(s) whom is representing the board. Doris describes the liaison expectations of the ex-officio member in managing the relationship between the boards alongside the fundraiser,

We also have an ex officio member from the board of trustees. We have a board of trustees liaison who sits on our foundation board as well . . . and reports back and forth. And then I attend all the board of trustees meetings as well as foundation board meetings. Um, our foundation, since its inception, has always embraced the idea that the only reason we are there is to support the students of the college.

The integration between boards, using the interlocking directorate or liaison function, is the responsibility of foundation board volunteers and college governing board members, but is ultimately the responsibility of the staff, primarily the fundraiser and the college president. Matt states, "I have a great relationship with the president and therefore with the trustees.

And my liaison that serves on my board and reports to the trustees is, I meet with rather regular and so I have good one on one relationship with really all the trustees."

Moreover, Kathy describes her responsibility for managing this relationship: "We [staff] attend each . . . one of my board [foundation member] attend the trustees meeting, um, they are very, very active. I keep them very well-informed." In addition, fundraisers also report using formal and established communication patterns and channels as ways to manage the board-to-board relationship.

Establishing Formal Communication Patterns.

In order to manage the interrelatedness of the foundation board and the college governing board, community college fundraising professionals establish formal communication patterns and solicit regular updates from each board at meetings. Megan represents her foundation at the monthly meeting of the college's governing board and is featured on the agenda as a point of communication. Megan believes that communication is important to managing the board-to-board relationship and that this formalized structure assists in enhancing board relations:

> It's huge in terms of communication, to let everyone know what's going on. I have
> a monthly report that I do for the Board of Trustees [college governing board], and
> I'm on the agenda every month and I give a report. And then with the [foundation]
> directors, we meet quarterly but we have, um, pretty good communication through
> email.

This welcoming of a foundation report at college board meetings demonstrates the college's commitment to using formal communications to manage the board-to-board meetings, too. Matt also is allocated time on the agenda of his college's governing board: "I report and I'm usually on the agenda to give a foundation report at every trustee's meeting, which they meet every other month." Ellen manages the board-to-board

relationship by reporting to the governing board: "I go their meetings throughout the year. I attend all trustees meetings.

Once a year we report scholarships out that have been presented. They get to see the list of recipients and account of funds and the amounts of money we gave." At her foundation board meetings, Doris solicits regular institutional updates from academic deans, the college president, and the college trustees:

> It [structuring the agenda to reflect college and foundation updates] is extremely important. We have a very good relationship, working relationship with the college, with the president, with the deans. Um, every foundation quarterly board meeting, we bring in someone from the college to talk about a new and innovative program or a program that needs a little bit more support or something they may not know the college is doing. Um, the president at each of our foundation board meetings, the president of the college, gives a state-of-the college speech – 5-10 minutes, here's what's going on. Um, our board of trustee liaison talks about what the board is working on and, in turn, at the board of trustees meeting, she reports out as to what the foundation board is doing.

This communication is formalized in varying degrees of frequency depending on the participant's college and foundation situation, but the functionality of managing the relationship remains. Kathy does not have a formalized liaison, but she does adhere to a formal communication pattern on a monthly basis:

> And so we [the foundation board and college governing board] agreed, um, that it is necessary for most boards to work together and not separately. So I have one of my board members, they sign up every month, and one board member attends the

Trustees meeting. The purpose of that is for them to come back and share their

insight with my board. As I say that, then the president and the chair of the

trustees come to our meetings. And they give us updates on something maybe I

don't know or, um, more on the academic side that I'm not involved with all the

time. So they get to share what's going on, good or bad, with the college. If there

is a rumor about the college going on, my board feels like they can ask those two

individuals and hear it from the "horse's mouth."

Regardless of frequency, fundraisers cite formal communication channels as a way for the

boards to "work together," as Kathy stated. Kathy's example reiterates the importance of

having formal communication channels, but it also places foundation director in the role of

liaison to the college board. Likewise, Chris has an annual presentation he makes on

behalf of the foundation to the college board, in addition to his regular formal

communication:

Once a year, the, ah, the agenda of the college's governing board, the primary

agenda item is the foundation. And we do a major presentation to that body of our

activity for the year, and we also include them on all of our updates, all of our

mailings, all of our information that goes out.

Participants in my study all reported that a spirit of willingness to communicate existed

between the boards at their colleges, and that they adhere to formal communication

patterns. Although the communication channels are formalized, the communication can

still be conversational and informal, many reported. The formalized communication

channel is an informational exchange that is often a proactive measure taken to manage the

board-to-board relationship. Ryan cited formal communication as a vehicle to prevent any

resistance to the board-to-board relationship:

> We work really hard to make sure that we pre-empt that. And you do that by
> simply making sure that people [board members] feel part of it. And providing
> information and working with them early on. Identifying the potential
> vulnerabilities and then address them early on in the process. So, we have never
> had any instance where there was that type of resentment. We really haven't.

Kathy thinks that the formal communication patterns between the boards improved their
relationship: "I'm not trying to say that I've made all these wonderful changes. But, I
think it's just one of those things that I saw where there wasn't much conversation or
relationship building whatsoever. . . There were, like, really two different boards."

In summation, community college fundraising professionals who participated in
this study reported a reliance on formal structures and written agreements, interlocking
directorates and liaisons, and formal communication patterns.

Tailoring the Interaction

The second quadrant of the model shows the process of how community college
fundraising professionals manage the multi-layer relationships through tailoring
interactions. Tailoring the interaction among relational participants is a part of the
fundraising professional's role. Community college fundraising professionals manage
complex relationships in their professional role, and carefully choreograph donor
relationships and maintain a heightened awareness of disclosure. Although some
interactions are impromptu and unexpected, the data show that carefully curating
communication and following the "rules" are essential elements in relationship
management. I will describe each of these rules and how they are applied to relational

management.

Rule of the Rights.

Community College fundraising professionals manage the complex relationships associated with their roles through often carefully considered and constructed actions to achieve the dynamic of the right person, delivering the right message, in the right manner, at the right time. As one participant, Lecil attested, "From a development standpoint, you know, we have to do the five rights. Well, part of that is getting the right person, uh, to handle whatever issue arises." Participants in my study report not only using the rule of the rights to solicit funds from donors but also incorporating components of the rights to manage relationships with board members, college presidents, donors, and community members. These are the rights that my study participants cited: (1) the right person; (2) the right time; and, (3) right manner.

The right person.

Fundraising professionals identify the right person or people to help develop and manage relationships. The rule of the right person can mean choosing the right person, assembling the right people, or being the right person when managing the complex relationships associated with community college fundraising professionals role. The right person can help manage the relationship with constituents. Theresa reflected on the importance of getting to the right people when her college president was fired by the governing board: "So that was one I could have gotten out, ahead of the game, and it turned out fine, but you know, it was just that still . . . . Who's the hit list when things like this happen? Who do we need to let know right away?" Theresa's example highlights the importance of communicating with the right person or people when unexpected situations

arise. In a similar vein, Andrea wanted to reassure community members that the interim

college president was meeting with the right community members. She reported "trying to

get the right people involved, if at all possible, um, to maybe just reassure, make sure that

the interim president was out to lunch with the right people." Phil asserted that a

foundation board member could serve as the right person to approach the college president

to persuade him or her on fundraising matters and to go in place of a college president on

donor visits, if needed. Once, Phil recalled, his president thought that meeting with a donor

giving at a lower donation tier would have been a waste of time, and Phil instead invited

members of the foundation board to make the ask with some of the lower-tier donors. Phil

said he has never "thrown the president under the bus," and has never needed the

foundation to replace the president as the right person at the meetings, nor has he had to

persuade the president to attend. Jenna talked about how important it has been at her

college to have the foundation president deliver a message that runs counter to an idea of

the college president: "It can't come from you as staff," she said. When asked to describe

why the foundation volunteer would be the right person to approach the college president

on some issues, Jenna stated,

> Well, I just think it's hard. I mean, we work for it, for the president, right?
>
> Whereas the foundation board members are community members who are volunteer
>
> board members, and, so, I think one of the best quotes I heard was that, "You
>
> should always put a volunteer between yourself and the problem." You know, it
>
> just helps ease the situation out. And that makes sense. And I think that's the case
>
> here. I think the president will be more receptive to a more respected community
>
> member who happens to be your foundation board president than, um, maybe to

you as a staff person.

Identifying the right person to deliver a message — whether to a donor or a community member, or to the college president — is critical for community college fundraising professionals.

Exactly how to identify and reach out to the right person is another matter. When Matt was asked how he managed relationships with the community during a tense time, he said he relied on his network to get to the right person to fix the situation: "Because of my connectivity, I was able to get to the right person, who took it through the system and remedied that situation." Doris, too, searched for the right person to manage community concerns:

> If a community member comes up to me and has a concern with the college, I sit down with them, whether I'm with my grandson or whether I'm in the grocery store, and address the concern immediately, immediately. If it can't be addressed at that point, or I don't have the correct information that they need, I get them to the right person that does.

Managing relationships with the community entails connecting community members with the right person at the college, finding the right person in the community to address a situation, or networking with the right people to ensure connectivity with community decision leaders.

The right person rule also applies to managing relationships with board members when addressing issues of not meeting expectations. Jenna notes a time when she had to use another board member to manage an uncomfortable situation of poor performance with another board member:

You don't want to offend anybody who is a supporter of the college. You don't

want to, um, jeopardize, any of those relationships that you may have with them, or

relationships that they have in the community. You just don't want to jeopardize

that. And, so, it does, you know, sometimes it's, it's a hard conversation to have

with them [underperforming board members], to say maybe it's not the right time,

and the right things, or the right board for you to be on at this point in time. It's a

difficult conversation to have. I'm not saying that it can't be done, um, but it's

probably better off done by, maybe, a foundation board member, [or] the president,

rather than as a staff member, you know?

This careful packaging of communication and finding the right person to deliver the

message is critical to not jeopardizing relationships of all constituent types.

The right person rule also applies to donor relationship management, particularly

when asking for a gift. Participants report having strategized to match up the right person

with the right person to effectively obtain the gift. Doris's college president assigned her

to the donor relationship instead of her supervisor because Doris was the right person to

make the gift happen. Doris recounted the experience:

And I think that's the point in my career where I became a mediator. Because she

[her boss] was here, the donor was here, and the [college] president was over here,

and he [the president] was wanting this gift to happen very, very badly, and she

[her boss] . . . didn't want to deal with these people because he [the donor] was

such a chauvinist. And he really was a chauvinist. . . . But it was such a benefit to

the college. And I was kind of here [in the middle]. And, so, we all met as a team

— the president, the executive director, and I — met as a team, and [the president]

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said, "I want this gift to happen and I think . . . the best person to work this gift and to maintain the relationships is [interviewee] versus you [interviewee's boss]." And she didn't like that, and so it took probably a month for her to mull it over and work through it until she finally came to the realization that it had nothing to do personally with her. It had nothing to do with the president favoring me over her. It had to do with, um, making the gift happen in the best possible way for the donor. I think that's the most uncomfortable I've ever been in my career.

As Doris's story demonstrates, identifying the right person to solicit a gift is a professional, not a personal, decision. Similarly, Matt strategized to accompany a trustee to meet with a previous trustee when asking for a gift. Since the previous trustee had been evasive with Matt, Matt suspected that employing a peer-to-peer strategy would be most effective when asking for the gift. Matt recounted this experience:

So, the trustee and I met with him about the campaign and asked him for $25,000. Uh, and he was, I don't know as he would have been the same to me as he was to the trustee. And we go back to training, you know: the five rights, which was the right person, asking the right person, for the right thing, at the right time, for the right cause. So we knew all those things were in place, but it still hasn't come to the table yet. It's now time to follow up.

The rule of the right person extends to the foundation board, as this story illustrates. Theresa is still building her board and strategizing how to get the right people in this leadership position:

[The foundation is] still that infancy part where we're working at getting the right people on the board and figuring out what we want to do. . . . I believe to

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do fundraising right you really need your leadership on board. And, to have

your president not only knowledgeable and understanding how advancement

works, especially if they don't come out of advancement, which most of them

don't.

Leadership needs to consist of the right people who are knowledgeable about their role

in managing the fundraising relationships.

Participant responses show that the right person can make or break the gift and

that leadership must embrace this core rule. Kathy was arranging a donor meeting with

her college president to confirm a gift agreement, and the college president did not show.

The donor made it clear that the college president should have been present as he was the

right person to solidify the donation. In Kathy's words:

We set up the date for the president and I to go up and have lunch. And that

morning he called me and told me he couldn't make it. The donor and I went out

for lunch. We had a wonderful day, everything. And he said, "If it's not important

enough for your president to come and visit with me, I just don't think we'll

probably do anything." And I told Dr. [college president], "You did not follow

through and we lost a million dollar gift."

The right time.

Fundraising professionals manage relationships also by accounting for the right time.

The timing of relational interaction is key to successful management of the relationship,

whether you are cultivating a relationship, enlisting a volunteer, or soliciting a donor. Katie

reported that her board likes her sense of timing in her communication as she manages the

foundation board relationship: "They have a lot of confidence in me. I work through my

committees well. And I provide them with the right amount of information, at the right time." Fundraisers who have an awareness of timing and who practice sensitivity to life circumstances, while also maintaining a sense of hope about future interactions, are most successful. Doris shared her perspective on judging the right sense of time:

> I don't believe "no means no" when you go in and talk to a donor and they say no. I believe no means "Not now, it's not the right time." "The ask" [for a donation] was too soon. And so, I really believe that it takes a long time to build a gift. And I have a board of directors and a board of trustees and the administration of the college who understand that we don't need a check today. We need what's going to be in the estate down the road. And we just need to keep continually growing these people, and so it's long-term relationship building.

Long-term relationship building and management is a shared philosophy among foundation and college leaders in Doris' account above. This long-term commitment to relational management often means that fundraising professionals go through personal illness or other life tragedies with constituents.

Illness is a particularly sensitive timing issue cited by participants. Megan observed this point: "Who knows, there might be gifts down the road, I don't know. But right now, the wife's health is not the best, she's had cancer, and they are spending a lot of time in [name of city] doing some experimental things. So they're really not too worried about a scholarship right now, I mean, it's not their priority." Megan's story is not focused on the solicitation of a gift, but, rather, on the management of the relationship and the importance of monitoring timing.

Matt recounted his experience looking for an appropriate time to make an ask

and managing the relationship when a donor was ill:

> He wasn't doing well. He'd been in a rehab facility and she [his wife] would have
> let me come in and say hello to him, but it would never have been the time to make
> an "ask." Because of his condition, it was just inappropriate at the time and so that's
> – it's one of those things, as a fundraising professional you have to have that
> understanding of when it's right and when it's not. And how to do that.

Mark also recounted an experience managing a relationship with a donor when timing
was key:

> [Mr. Donor] is the one who gave us a $2 million gift. . . . Anyways, over the
> weekend, we [the college, after negotiating with the donor] decided to take the gift.
> I called him on Monday morning to accept the gift, and his secretary said, "He's in
> the hospital and he's not doing well." My first thought was, we don't have any
> paperwork, this can't be happening to me. Biggest gift in my life. So, I went to see
> him in the hospital. I went to the college bookstore — and what do you bring a
> man who's worth $50 million? And I found a blanket that had the college's logo on
> the outside of it. I bring the blanket up to his room, not knowing what to expect,
> and he's got a private room. They've got him set up with a desk and a telephone,
> and he's cussing, he's swearing. He's a gruff old junkyard dog. He's 80 years old
> and he's chewing out a scrap metal dealer about the price of tin in Long Island — I
> don't know. Well, he's on the phone and I throw it [the blanket] up in the air, and
> as it's coming down on the bed . . . I tuck it in with some hospital corners. He
> stares at it and tells the guy, "I'm going to call you back." He stares at the blanket
> and he looks at it for what seems a minute. He says, "That blanket for me?" I said,

"yeah." He said, "No one's ever bought me a blanket in my life." The next thing

that happened — and I never would have predicted it — the nurse comes in. "Oh,

my God! Where did you get that blanket? I went to x community college!" But the

rest of the week, every nurse that came in to check on him all said the same thing.

He got to interview every one of those nurses about how they were single parents,

and had children, and they had changed careers and the college was there to support

them. And now they've got this wonderful career. It couldn't have been better. He

called me when he finally got out and said, "You get your A-S-S back" — I tell

you, he's gruff — to my lawyer's office. I'm signing that paper for $2 million. I'm

convinced more now than ever that this is the right decision."

The right manner.

Proceeding in the right manner when managing the multi-layer relationships

associated with the community college fundraising professionals' role means adhering to

ethical principles and doing the "right thing." It is a manner of acting and conducting

one's self and representing one's community college in a favorable way.

Kathy believes that the most ethical approach to fundraising begins with securing

internal fundraising from top leadership, board members, and employees before inviting

the community to invest in funding initiatives. Acting in this manner establishes solid

credibility with the external community and provides internal solidarity. She finds it

incongruent to ask for money from the community before having internal support, from the

governing board especially. She recalled a conversation with the college president:

I just told him. I said, "We don't have the right support from, um, internal people,

and you know the first people that should donate to any fundraiser should be the

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president and then myself. They [community donors] look to the trustees, they look to the foundation board members, they look at the president's staff, and they look at what kind of response we get from the, uh, faculty and staff." And I said, "If they [governing board] can't show outsiders or our donors that we support a certain cause, then how do they expect them to give money? But it really is one of those things, that, if my boards have a conflict, it's the fact that the trustees don't support our foundation financially.

Asking others to do things that we ourselves are unwilling to do is the underscored incongruence in Kathy's narrative. The right manner of proceeding is securing internal support as a demonstration of commitment to funding priorities and then asking "outsiders or our donors" to invest in the cause. For community college fundraising professionals, acting in a highly ethical manner is critical to managing relationships with constituents. Doris, for example, described her foundation board's reputation for strong relationships and well- deserved respect in donor circles:

Respect, um, long-standing, hard-won respect. The caliber of foundation board members that we have and the caliber of board of trustee members that we have. Um, I think our foundation — I don't think, I know — our foundation, within the community and within the college, has the reputation of always doing the right thing. [For example, Doris approached a donor:] "[Donor name], there's no document, there's no language in your document stating what you want us to do with the money." And he said, "I want you to do with it whatever you want. I trust you (me) and I trust the foundation board to do the right things with the funds. You always have, you always will."

When tailoring the interactions with the donors as a part of the relationship management, it is essential to have a reputation of doing the right thing. Sometimes that means not accepting donor gifts because it is not in the best interest of either the donor or the college. Lecil recalled an inability to reconcile a donation with his ethics:

> You don't want to lose that gift, but you also have to do what's right for the college, and I'm not convinced at this time that the two match. . . . My philosophy at all times is "right for the donor, right for the college." That's what makes a gift. And at this time, I can't reconcile the two, which is uncomfortable.

Chris cited an example of stewardship of previous donor funds that have been invested in the foundation as an example of proceeding in a manner that is ethical and right:

> So we try to cater to the relationship. I have a new relationship with a donor who just made his first gift. And he is a widower and, um, and it is wonderful gift and there is more there . . . so I try to go see him. The big thing we try to do is to report back to people with what we do with their money. And it seems so simple, but it's so very complicated. It gets lost, um, you know. I mean, we are a great big organization, dollar-wise and geographic wise, but we have the same problems of any shop. We are understaffed, we are under-manned, we're under-budgeted. And it's just letting people know what is happening with their philanthropy. And making sure it gets spent is a big project. I just dealt with that two or three times this week, where scholarships aren't getting spent and donors are calling me, "Hey, I'd like to meet my student." Or, "What happened with my money?" And I find out they haven't spent the money yet. So, you know, stewardship is great, but first of all you have to have something to tell the donors you stewarded, or you don't get any more money. So,

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it's communication, but it's making sure we have done our part of the bargain to communicate back with them. That's the issue. I can talk to donors. Some I send them an email, some I call them on the phone, some I go visit, some I send letter to, it just depends on the donor and how they like to interact. But I can't interact with them if I don't have something to share.

Chris made the point that if the foundation has not acted in accordance with the donor's intentions and not spent scholarship money in a timely fashion to support student tuition, it will not "get any more money." The management of the relationship is built upon the donor entrusting his or her donation with the foundation, and the fundraising professional must steward it accordingly. If the purpose for which the money is donated is not the purpose for which it is used, or if it is not used in a timely fashion, then the donor relationship becomes more difficult to manage.

To build relationships with donors, college fundraising professionals need to proceed in the right manner and adhere to ethical principles, keeping consistency in past and present interactions, doing what you say you will do, and establishing a relationship built upon trust and respect.

Enlisting and (Re)Educating Others

The third quadrant of the model shows the process of enlisting and (re)educating others that community college fundraising professionals use to manage the multi-layer relationships associated with their roles. Participants cite examples of recruiting and enlisting volunteers, such as board members, and educating them in their roles: helping them learn their roles, redirecting them when they overstep their bounds, and being careful with influential and affluent individuals. Community college fundraising professionals

focus on board member training at the outset and include it as part of the onboarding and assimilation process. Diana reported that she hosts "an orientation every time a new board member comes on." Theresa also recognized that making sure the board members know their role is a problem, but she also said she believes her greatest problem is a general "lack of information and lack of knowing how the trustees can support the foundation and what their role is." This critical first step lays the groundwork for providing accessible information about trustees' responsibilities and enables them to fully act out their board role.

Learning their roles.

Community college fundraising professionals make clear the need for training board members, specifically foundation board members who are most closely aligned with their fundraising role, as a way to manage the relationship with them and the relationships that they have in their circles of influence. Many fundraising professionals formally orient new board members to the foundation board, a task most of the participants in my study agree is essential, even though they have varying approaches to the training.

Lisa's approach to training new foundation board members is to involve a training team, including members of the administration as well as veteran board members:

> If they are approved to board membership, we then do a very in-depth orientation. The orientation is well-planned, about three hours with me and the president and members of my team. We are having a discussion where we tell stories, give examples, give testimonials. What they receive is exceptional. One board member

said, "This is the best non-profit workshop I've ever had." Another person on the board said, "This is the best I've ever seen." Um, what's really important is we invite other board members to the orientation. So, it's required for the new board members. But, those who have been on the board and want a refresher, we invited them to the orientation, too. . . . And the veterans were able to chime in with me to re-affirm something or reiterate some things. And the new board members really enjoyed being around the other board members. But the orientation, because of what I found when I was first hired, and I don't know if people were lying to me, but you know when you're new, people do tend to give you the history. Board members say, "Why, I didn't know I had to raise money." And I'm thinking to myself, "I would never say this out loud. How the frit have you been on this board for 15 years and you didn't know you had to raise money?" It's a load of crap.

Foundation board members must fundraise, and this fact can frustrate them if they are unaware of this expectation. In order to make this expectation clear and to spell out everyone's roles, Lisa planned a joint meeting between the foundation board and the governing board.

Mark does not even wait for their membership to be approved; he tells them their fundraising role during the vetting process: "They're told at the moment of even any interest in the position, what their roles are. Their jobs are to help me raise funds, um, for this college." When asked how foundation board members learn what their role is, Mark responded with the following:

A couple of ways. I do an extensive new board member orientation. Extensive. It's probably a couple of hours. And actually, before that, I spend at least an hour

with every prospective board member, clearly outlining the foundation's role, what

we do, what their role will be — primarily to help me cast the net a little bit wider

and raise money. If they refuse to accept, our by-laws allow for two three-year

terms. So, a maximum of six years. Uh, the um, if they accept and they get voted

on . . . I bring them in for at least a two-hour, a two hours orientation meeting

where I go through the entire budget from soup to nuts: all of our fund raising, how

they'll work, where the money comes from, where it goes, how it's spent: more

than they ever wanted to know, I do that in the orientation program.

Katie also attested to the importance of educating new board members: "You really have to

spend time on on-boarding. The way I've done it is I board on any new members all at

once. I use my annual planning retreat to do exactly that." Katie uses the annual retreat

not only to introduce new board members to their new roles, but also to remind more

tenured board members. Afterwards, at the orientation, Katie has the entire board create

the foundation's annual fundraising plan:

Yes, [onboarding is] part of the orientation. I told them what our key initiatives

were [and] moved them into the planning session from there. And then we — at

the end — I made my ask, and that's when I explained what your role is. And then

we did a whole planning session where we did a whole fundraising theme. And

they came up with fundraising initiatives. And everybody has tasks and timelines.

And we did the whole thing for a year right then and there.

Diana, by contrast, said she relies on the orientation process as an important first step

to answer questions and provide information for new board members:

We go through an orientation process, and the orientation . . . might be perceived

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as kind of boring, but it is pretty important. We tell them about the bylaws and

important aspects that they need to know. Um, the most common question asked

is, "Now, what's my financial responsibility to this board?" We personally don't

ask for any particular dollars, but we do ask they think about the dollars that they

donate, or that their time and talent can be considered a donation. So, they may

not financially give all the time, but their talent is their financial arrangement to

our board, sometimes. If we were in a capital campaign, we would ask for 100

percent participation for our board.

While the participants in my study agreed that discussing expectations of board member

donations is a common aspect to the orientation, the expectations for contributions vary

from college to college. Lisa reported that she considers giving to be a requirement for her

board members:

If you don't give at the end of June, their terms are three years, but at the end of

June, if they have not given, by June 30th, they are asked to leave the board. Then,

the board chairman asked three people to leave last June. Two of them paid, but

one did not. They are required to give. One resigned. And it was best, 'cause if

you can't give, you certainly can't ask somebody else to do it if you haven't done it

yourself. Now, so 100 percent giving is required for the foundation board. So, the

college board, we ask them to give, and we solicit every board member from both

boards every year, but they aren't required to give. But what we have found is, uh,

that the percentage of giving for the board of trustees has increased every year since

I've been there.

At Lisa's college, board members approach other board members to remind them of the

expectation for an annual financial contribution is met. Non-contributing board members

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are asked to resign from the board. In her role, Lisa has created an environment in which expectations and relationships are clear and in which board members play a role in managing their peers.

During these orientation, onboarding, or planning sessions, community college foundation board members learn their role as ambassadors and community conduits for the college. They are armed with their responsibilities to enlist advocates, enhance the college's image in the community, govern the foundation, and fundraise. Community college fundraising professionals know that providing this training to foundation board members is critical to the advancement of the college and a necessary component of managing the multi- layer relationships associated with their staff role.

Redirecting when overstepping bounds.

Community college fundraising professionals must redirect board members when they step beyond the expectations of their roles into an area where their participation is not welcome. Board members can overstep in two primary ways: 1) not focusing on their assigned responsibilities and instead getting involved in the day-to-day operations of the foundation, 2) and acting like mavericks.

When asked about challenges with her foundation board, Diana reported that she must drawn on her inner-calm when a board member interferes:

> I am a calm person. When it comes to being calm, sometimes I can do it. Um, ok. Well, you know, in all honesty, most people have a great passion. So when [board members are] doing something like [overstepping], they mean well. It's just a matter of kind of reeling them back in. There are times, as the executive director of any job, you just get frustrated, and there are times that you really just want to

scream at the top of your lungs, "Why are people not listening to me?" So, you

have to reel them back in. There are times that you just have to make sure they

understand their responsibility as a board member, and my responsibility of

overseeing the board.

Part of a fundraiser's job in managing the relationship with board members is helping

them understand their role and redirecting them when necessary. Jenna described how

difficult these conversations can be:

You don't want to offend anybody who is a supporter of the college. You don't

want to, um, jeopardize any of those relationships that you may have with them, or

relationships that they have in the community. You just don't want to jeopardize

that. It's a hard conversation to have with them.

First, redirecting the actions of a board member helps him or her to assist the foundation

by fulfilling his or her assigned responsibilities. This redirecting can be hazardous, agreed

study participants, because it is possible to jeopardize the relationship with a board

member.

Naomi reported that she must redirect most often when "[board members] may have

tried to do their job a little too thoroughly." Lisa encountered board members who wanted

to set the expectations of staff members who do not report to them. In those situations,

Lisa had to remind board members of the scope of their responsibility, which did not

include evaluating her Foundation Board Operations Coordinator. Here is how Lisa

describes managing the situation:

I have an employee, and her only job was to provide support to the foundation

board. She goes to all the meetings. She sets up all the board and committee

meetings. She does all the meeting minutes. She keeps everything. Her title is

"[college] Foundation Board Operations Coordinator." She is fantastic. And, so,

providing support for the board means one thing, but she doesn't report to the

board. So I also had to remind a board member that she reports to me. She

doesn't report to them.

Foundation board members must be redirected when they overstep their bounds with staff

members. Board members typically do not have oversight of foundation personnel, who

are paid by the college. Kathy recalled a time when a board member was actively and

openly coaching her during board meetings. She had to visit with him one-on-one to

reframe his perspective:

When I first came on, one of my board members, and, truly, I've had many other

people tell me, "I just thought maybe it was me." I thought it was truly maybe a

conflict in relationship with me, that he just didn't care for me. But he really is

kind of a male chauvinist. . . . He's now retired, but many of the women that have

worked with him or worked for him always felt like he was, um, looking down on

them. But anyway, he would always in our meetings, would say something to

embarrass me or challenge me. And then I could almost time it on my watch that

15 or 10 minutes after the meeting, I would get a phone call — "Now, I didn't mean

to embarrass you," or "I didn't mean to, um, demean you, . . . but I just think I need

to coach you." I mean, this was constant. Um, and finally, I went to his office one

day and just wanted to know if I could visit with him and said, "You need to get

something straight. I appreciate when you give your opinions and so forth, but I

really don't need your coaching. When you keep saying, 'I need to coach you,'

then I need a positive idea. I don't need a negative from you all the time." He was just one of those that enjoyed putting someone down in front of a group. But then he wanted to apologize to me later, like it was going to be all okay then. But then he'd turn around and do it again. And I just thought, "Well, there's no sense in me causing a stink in front of anybody. I might as well visit with him one on one," and after I visited with him that time, I said, "If you have something to say, that you want to help me and you want to coach me, then you come and say it to me face-to-face, alone. I don't want you saying something and later saying you regret it. And don't say it during a board meeting or don't act like you mistrust me. If you have a problem with me, then you come and talk to me." And it did help some. He watched what he said.

Kathy's direct communication strategy managed the relationship and changed future board member-fundraiser interactions. In addition to keeping board members from the day-to-day operations of setting staff expectations, Lisa also had to remind a board member that he could not change foundation board bylaws to accommodate his own needs:

I also had a board member who was a donor, who, um, was using his donor relationship inappropriately on the board. He wanted me to modify scholarships (he has a scholarship). And he wanted me to undermine our process — . . . we have a special process to break a law.

When a foundation board member uses his or her status to interfere with staff or with the process of the organization, it is the fundraiser's duty to find a way to redirect him or her to ensure proper order and to manage the relationship.

The second way board members predominately overstep their role is through

maverick actions. Jo had a foundation board member who was out in the community

raising money, without any direction from the foundation or college, and she successfully

redirected him:

> I had a gentleman who I'm very fond of and who is a very, very long-time,
>
> generous supporter of the college foundation. [He] was going out, inappropriately,
>
> and asking for money. I mean, he . . . was going to prominent people, and, "Well
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> now, you need to give the college." And, so, I tried to talk to him about it, and, by
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> my definition, it didn't go well. Well, um, he, it was just real uncomfortable. It
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> didn't go badly. . . . We weren't yelling at each other or anything, but it didn't go
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> the way I wanted it. I wanted to have this discussion and he'd say, "Oh, I
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> understand about that." I mean, he definitely didn't get it. I definitely didn't make
>
> any progress. But, somehow, he quit doing it.

A year later, Jo recalled, that same board member questioned her:

> He said to me, um, out of the clear blue sky, he said, "Well, remember that one
>
> time you said I shouldn't fundraise for the foundation?" And you know, I just
>
> turned around and said, "Yep, I sure do remember that and I still think so." And
>
> we just both went about our merry way.

While foundation board members are encouraged to fundraise on behalf of the college, if

they do not follow the approved guidelines or work within the college's structure, they

could be relieved of that duty. When asked about his encounters with foundation board

members overstepping, Mark said there have only been a few:

> Over the course of the 13 years, I've had a very small handful of mavericks. Call a
>
> spade a spade. And, um, in all three cases, they were great board members and they

were a huge asset to the college. And their contributions of time, talent, and money

was worth the aggravation. . . . They were mavericks that had to be reined in. One,

two of them are no longer on the board, because they served out their two three-

year terms. Again, I never lost respect for these people. But they're passionate,

and passionate people can sometimes get a little, oh, outside their boundaries. . . .

The other thing I have is a very good board chair. And executive committee. And,

quite often, it's much more effective when it's a peer-to-peer, "come to Jesus" talk,

as opposed to coming from me. Um, so on the few occasions when we've had to

have that little chat behind the woodshed, um, I've been able to put up the chair or

the vice chair or somebody in the leadership role to kind of take that person aside

and say, "Look, um, you know this is not acceptable and we can't do it this way." . .

. I'm pleased to report it's worked out fine in the end every time.

Mark found that having a peer — instead of the fundraising professional — redirect a

maverick board member is the most effective way to manage that relationship. Overall,

fundraising participants recognize their role in keeping board members focused on their

primary roles and responsibilities. Participants in my study reported that they carefully

enlist and educate board members to ensure that the relationship expectations are clear

from the beginning of their board service. When reeducation or redirecting is essential,

they often express the board members' passion as a reason for their overstepping and

gently approach, or have someone else approach, them to realign their actions and the role

they are expected to play.

Raising Money

The final quadrant of the model, is raising money, a task that fundraisers

undertake. This quadrant has two dimensions showing how the participants manage relationships to achieve this end. While managing relationships, fundraisers must raise money in order to advance the interests of the college, a task that can be defined as (1) finding favorable outcomes, and (2) subjugating the personal to the professional.

Finding favorable outcomes

Fundraisers managing relationships with constituents are always working to find a favorable outcome: finding the win-win for all concerned, establishing common ground, and reassigning the management of the relationship to someone else to achieve this end. Lecil articulated this task: "You always do what's right for your foundation and what's right for the school. But, you accommodate as much as possible and you be as flexible as you can be. We development professionals, we're Gumby." Ryan was quick to add that fundraising professionals are "not in the business of confronting people or alienating them or aggravating them. That's not what we're supposed to do."

Partnering with others

As fundraising professionals have discovered, achieving the favorable outcome often requires assembling other members of the college community to work toward a win-win. Doris had to assemble a team consisting of the college president, foundation board members, and agriculture faculty when some community members were upset about the use of a gift and when a donor's child wanted to preserve the family's agricultural legacy. With a team in place, a dedicated force of volunteers and personnel worked toward a shared priority of finding a favorable outcome for the college, the community, and the donor's family member. Doris recalled the scenario:

We did receive a very, very large gift of land early in my career that then was a

beloved homestead farm just as you came into our county. Well, the family knew

the value of the land, and they didn't want to take the brunt of the disappointment

from the community from turning that land from farm into development. So, they

chose to donate the land to the college, knowing that we would have to turn it into

something else besides the farm. And so we accepted the land, and then we sold

the land to a developer. And the developer immediately began taking the farmland

out, um, and so it changed, not overnight, but in the course of a year, it changed

from a ranch to Costco and a big developed box store. And, so, there was some

conflict. How could you just take that land and just change it? And there were

some difficult conversations that happened going forward with that. That was

mainly, um, foundation board people talking to the community about the necessity

to do this and why we had to do this. And then they had a daughter who was a

little outraged that her parents did this, but instead of directing her anger at the

parents, directed her anger at the college. We worked through that on a yearly

basis with her. Basically, we kept reporting to her, we kept part of the farm, a 38-

acre parcel called the [name] Farm is what it's called. We turned that into a

learning, living Ag lab. . . . So, it was through showing her the use of her parents'

legacy that the name would never be lost. I think that is what she was worried

about. But somewhere down the line, when she and her sisters pass, the family

name would be lost and, so, um, it took a village to calm her and to reassure her. It

took not only the foundation: it took the college president being very involved in

these conversations with her and letting her know, it took our Ag department being

involved with her and her knowing that at any time she could drop in and our Ag

division people would take her over there and do whatever would need to be done with her. It was delicate for a while.

Ryan recalled a time when in order to keep a donor, the relationship needed to be moved away from the foundation's management because the donor did not like the decision a fundraiser had made:

> When the person [knew it], um, [he] proceeded to call me up and drop about 25 f-bombs, maybe 10 f-bombs about me and the staff and everything. And, again, I thought I was doing the right thing. . . . Ultimately, the individuals involved withdrew from the foundation and would give their money to the college and not through the foundation. And that's what the college felt comfortable with . . . and the college was legally covered by doing that. And, you know, that's great. We didn't have to deal with the other issues, and somebody else did.

In this situation, there was a win-win achieved. The donor was able to bypass the foundation, the college still benefited from the money, and the foundation did not have to deal with the person anymore. I asked Ryan if he approached the college president about the situation. He replied that he did:

> Absolutely, immediately! Whenever anything like that happens, immediately you go into the president, because if somebody were working for you and they had a misstep like that, you want them to come to you right away. You don't want to find out about it, you know, the next day or from somebody else. You want them to come to you right away. So you just have to go in and face them, . . . say this happened.

Ryan's experience attests to the fact that a fundraiser will often need to collaborate with

the college and partner with its president in order to achieve a favorable outcome.

While finding a favorable outcome with donor constituents is primarily the fundraising professional's responsibility, it can require a team to overcome the challenges and obstacles that may arise. Kathy said she practices consistent and open communication with donors about their donations, but she recalled a time in which she needed her investment manager to communicate with the donor in order to find a favorable outcome:

> I have one donor that is difficult. He's continued to give and increase, but it's very difficult because he wants to be more special and more directive than I can allow him to be. He wants to tell me who I can give the scholarships to, or what I do with his money. He wants his funds separated from all of my other investments, which I can't do. I totally dread every time a message comes that I need to talk to this gentleman. I've talked to him in person, I talk to him on the phone, I write him letters. But I dread it with all my heart because he is always pushing the envelope — not totally unethical. For example, he really didn't think when the markets were down that my investments were doing his scholarship endowments, um, good service. I explained what our investment plan is and that we have a committee on our foundation board that oversees our formula, plus we have an investment manager that does the investing. I gave him our formula. I just continue to try to explain to him that there are funds that personally I couldn't get into, that I don't have enough money, but then when you put all the investments together you are able to buy and purchase better stock, and so I explained that. And, of course, he was always telling me, "Yes, I understand that, but for all my other scholarships at the other colleges . . . " And I'd say, "I would truly appreciate me being able to visit

with one of those other colleges." Well, he could never, ever give me a name, or could never, whatever. And I just continually fought the fact that he wouldn't accept the fact that we have policies and procedures that we have to follow, and that I'm going to follow them. So, one day, out of frustration, I just picked up the phone and called my investment manager. And I said, "You've got to explain to this man that this is common practice with educational institutions that are investing endowment money and the college and all funds and so forth." And, so, I called the gentleman back and I said, "You know I really feel like I'm not explaining things well enough to you, so I would love for you to talk to my investment manager. And he will really be able to talk your lingo better than I can." And this gentleman, yes, he has money and he's been successful, but when it really gets down to the nitty-gritty or understanding of why we do the things we do and why IRS is involved, he just doesn't understand. He's used to being able to do what he wants to do and say and get it done. So, I told him the gentleman would be calling him within ten minutes. So, afterwards, I called my investment manager, and he said, "I can see why you're frustrated, but I explained things to him and said, 'Do you understand this?'" And, so, after that I called the gentleman back and asked, "Were you able to talk to our investment…" "Yes, yes, yes," he said. "I guess it's just, I don't like what I hear." So, he said, "I guess I just argue." Well, since then, he's given us another endowment.

Kathy resourcefully found a way to diffuse a tense situation with a rather disagreeable donor relationship by teaming with the foundation's investment professional. The donor gave the foundation another gift toward an endowment even though he questioned the

investment strategies. Finding favorable outcomes is about partnering with others.

To cite another example, Jim worked with the college's dean and vice president to achieve a favorable outcome when a major donor, whose name is on a building and who funds the program within, wanted influence over hiring decisions. Jim recounted how he managed the relationship when this tense situation arose:

> It was our very first million-dollar donor. But . . . she works hard, [is] on the go all the time, but she expects things to fall her way. She referred somebody to us. She was wanting to hire this person's spouse (one of them applied at the college, and we offered them the job, but they turned it down). We offered them a little more money. They said, "No, it's just not enough money." Probably six months later, she and I were having lunch, and I wouldn't say she chewed me out, but she said, "Don't ever let a great faculty member for my program in the Center [that's named after her family] walk away over $10 or 15 thousand. You call me next time. It was very tense, but it was also refreshing that she was that passionate about it — that she was willing to potentially make up the difference. We're filling this position, and she has two people she is referring to us and she'd like to talk to the chair of the search the committee. And I said, "Well, let me find out who it is and this and that." Well, the chair, who is the dean over the program, sat there apprehensive about talking to her about that, and she said, "That's fine, I won't talk to him about that. I'll talk to him about their vision for the program." So I said, "Absolutely, I'll set it up." So, the dean and our AVP of academic affairs are going. So, that's how — they are kind of a Fortune 500 kind of family — both of the businesses they are involved in. But they expect things their way, they want the

influence. So, even though she's one of our biggest supporters, there's still some of
those tense moments. I'd prefer they just give us money and, you know, and never
have the tense moments, but I think that because of that tension that's there
sometimes, that can make us better. I think to me it demonstrated their
commitment to the college. So, you know, a lot of it is, if our dean and AVP don't
follow up and meet with her, then that's potentially negative. But it's my job to
make sure they meet.

Jim insisted that managing relationships and outcomes for a win-win for the college and
donor is part of his responsibility. By partnering with academic deans and vice presidents,
he said he is able to provide credibility and assurance of institutional support. Furthermore,
Jim's example demonstrates time importance of providing communication coaching to the
donor — helping her understand the parameters of what the donor and college
administrators should discuss and what they should not — helped the meeting go more
smoothly and helped the donor accomplish her goal.

Communicating restraints and maintaining ethical bounds

When Jim was communicating with the donor who wanted to interfere with a hiring
process, he had to refrain himself from speaking too candidly: "I wanted to tell her that the
faculty hired their own people and she needs to stay out of it. But there's no way I would
say that." Jim observed that fundraising professionals must show restraint:

Because if [the donor] thought poorly of our college, . . . she has enough power and
influence that she could go to half a dozen families and foundations in our
community and we would never get another $100,000 or more gift again. I mean,
so with her on your team, it greases the wheels for everybody else. So, yeah, I

would definitely never say anything. That was my first instinct: our faculty hire faculty. You need to stay out of it, but again, she's got her name on the building. The building will still be empty had her family not given us a million dollars.

The donor's ability to provide funding and attract other donors delimits Jim's ability to act upon his instinct. Instead, he must manage the relationship associated with his role in order to find the most favorable outcome for the college. By managing the relationship in the way he did, he was able to advance the college's interests and raise money in an ethical way without bending college policies or procedures.

Mark, too, worked to advancing the college's and donor's interests without breaking any bounds. He had a donor who pressured Mark into helping get a family member accepted into a competitive program:

> I had one donor, who was pretty good donor, whose granddaughter had applied for the nursing program at our college. And kind of like most nursing programs, we had like 450 applicants for 70 seats. And the granddaughter did not get in. And there was a lot of pressure applied to me — somehow cook the books or whatever — to get that granddaughter in our nursing program. Trying to buy the way in. And, finally, I told the donor, . . . "Look, your granddaughter will get in this program on her own merits if she's that good of a student and she's that strong, she'll get in. You don't need me to go in there and influence it." So, fortunately, she was just cut off and did get in on her own merits. And that's what I told the donor: She got in on her own merits. In fact, quite frankly, had she not gotten in, I wasn't going to stick my nose in it. You know, I did speak to one of the

admissions advisors, who is, um, in charge of the nursing application process. I just inquired, "Where is this student's ranking?" And, just did a little recon on my own. And she was kind enough to say that, "You know, she's kind of in the middle, depending on where the cut off is. It's a 50/50 chance of making it." And it so happens that she did make it.

While the situation resolved itself, Mark did not like being put in the position the donor put him in. I asked what he would have liked to say if he wasn't refraining himself. Mark admitted that wanted to tell the donor that she was "asking me an unethical question." Instead of saying that, he said he was able "put a positive spin" on his response by reminding the donor that allowing the granddaughter to get in on her own merits would be best. He recalled telling the donor, "You'll feel a whole lot better if you find you out she got in on her own academic preparation, not some kind of political influence."

As has been established, for a fundraiser to find a favorable outcome, he or she often must communicate restraints in a favorable way. Jenna shared a story about the political importance of] educating donors who are vendors on the bidding process:

Now you have to be careful, politically, what you say to the donor, to the construction firm, in this case. You have to be politically correct and support the college and their decision making, but you can also say to them, "If it were up to me, I would do this, but this is the board's decision, and this is the rationale, and this is why they chose it, and here's the policy."

The fundraisers I interviewed described how they have held themselves to ethical standards by not manipulating the hiring process for faculty, the application process for student selection into programs, or the bid process for vendors. In situations where they

were asked to do so, they turned the discussion into an opportunity to deepen the relationship and to tactfully find a favorable outcome. Jim offered a second anecdote of a time he successfully built a relationship with a donor to whom he had to explain spending restraints:

> And then we have a donor, who I'll say is probably bi-polar or something, and obviously, I am not a psychiatrist or anything, but he's your best friend one minute and then is just a real angry the next for no reason. And we have worked on this relationship. We went to lunch one day and he said, "Are you buying lunch today?" And I said, "Well, I can, or we can go Dutch, or you can buy mine, I can buy yours, whatever you want to do." And he went off on a tirade about [how] the university takes him to lunch and they buy him gifts and this and that. And, so, I had to defend us being very conservative in what we spend. Because every time I buy somebody lunch or coffee, I have to write a memo explaining it and the rationale for making that purchase. You know, my friends at the university down the road, they are encouraged to buy their big donors gifts and take them out for drinks and that type of stuff. I was apologetic that I did say absolutely, I'll pay for it. And I said, "I'll pay for it, but just know that we're very fiscally conservative. We don't throw taxpayer money around." And, but that is what he told me: that the university has been courting him for a big gift, and he's a donor. He wrote me a check at the end of the meal. I bought him a $12 salad at Arby's and he wrote a check for $5,000, just out of the blue. But it was like he was the perfect gentlemen and he became extremely irate and at the end of the conversation, he kind of gave me a hug and wished me Merry Christmas. And we've talked on the phone since

then and he told me that he's planning on leaving us his estate.

Jim's account demonstrates the way in which he was open and honest with the donor about the college's and the foundation's cautious and judicious stewardship of funds. This candid conversation led to an unexpected gift. Therefore, one way to manage the relationship toward favorable outcomes is to openly communicate restraints.

Establishing common ground

Jo offered an example of a time when her open and direct communication helped to establish common ground with industry partners after their donation was made and program outcomes did not meet hospital executives' expectations. Both the college and the hospital had a vested interest in advancing shared priorities:

> We were working with the hospital, and they wanted, uh, a specific program and, uh, we just fell for it in every way. The program started, and they paid for it, and uh, it didn't get accredited, and it took us another year, and it was just, it was, the hospital was very disappointed, and you don't want to disappoint donors. And you know what? We had to examine what we had done wrong. We had to examine. We had to start over. We had to keep the communication open. We had to talk to [hospital executives], reach out to them, tell them what we think, how we mis-stepped, what could be done differently. . . . Believe me, there were different stories from different sides, and it is probably easier for me to think it's all the hospital's fault. But, you know what? It wasn't. It was a two-way street. So, I think it just all comes down to communication. You've got to always make them feel like they can come and tell you if they're happy, if they're not happy, what you can do better.

You can't bristle at criticism, you know? I mean, it's just . . . it's just a work in

progress all the time.

Jo's consistent communication with hospital executives helped them to work through

their underwhelming program results and to assure the hospital that their donation would

realize the impact that it was intended to support.

Achieving favorable outcomes is essential to relationship management. It

involves finding common ground and establishing a rapport with constituents.

Fundraisers are empowered by the ability to establish common ground to advance the

college's interests. Doris offered this example:

A lady . . . was kind of airdropped into our laps. Poor little lady and kind of poor us.

She was a widow and had no children, no heirs, and her investment advisor had

been on our foundation board. And so she was going to leave her money to a world

organization that he was unsure of if it was really a charity or really what it was.

Out of the blue one day he called the then executive director and I met with her on a

cold call. She didn't know us, and we didn't know her. And we don't do that. We

don't do cold calls. We build relationships and then somewhere down the line the

money will come. And so she was very defensive that he had brought her into the

college because she did not have an education and she felt slighted that we would

look down on her. So, she wasn't combative, she was just defiant when we first

started talking with her. And, so, through a series of meetings, she started to warm

up and started to understand. But it took a process. It probably took three or four

years before she was comfortable making her first gift. She had always been at

home with her husband on the ranch. And, so, it was extremely hard for her to get past that mindset. I think what helped initially is that I had an agriculture background. I had always been raised on a ranch and I think that one of the things that a board member taught me very early in my career is that to always find something in your donor or in the other person that you can respect, that you can align with. . . . Maybe it's something as small as you both like the color red or as large as you were both raised in an agricultural farm setting. And, so, working through that with this donor was very important. I really did not think we were going to get a gift. I really did not think we would ever get a gift. I thought maybe we would make a friend. But she warmed, and then we introduced her to several students at a luncheon one day. . . . She had no idea really what scholarship meant. And, so, when she understood from these students that it wasn't a hand out, it was a hand up, and they were all working and going to school.

By establishing commonalities with a donor, Doris cultivated the relationship, built a rapport, and managed the relationship toward a favorable outcome. She looks for something that she can respect in others. Moreover, Doris believes that establishing common ground makes constituents more comfortable with fundraisers, which makes relationship management easier. Doris advises fundraisers to "find something in common with these people that makes them comfortable with you." Doris's recount of her college president teaching her this valuable rapport building skill is worth quoting in full:

I witnessed, probably a month later, [the college president] doing the most gracious thing I've ever seen in my life. We were walking across the campus, and the leader was walking quite quickly, and we had an elderly donor with us, and she was really

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trying to keep up with the person who was leading us and fell. Then the president

immediately sat down right beside her, and took her hand, and said, "Are you

okay?" And she said, "Yeah, it's just going to take me a minute to get up. And he

said, "Okay. We'll just sit here." So they sat there for a little and soon she said, "I

think I can get up now." And then he got up and helped her up, and we moved at a

much slower pace across the campus. But it was the most gracious thing. I would

have never thought to have done that at that point in my career. I will now. But I

would have never thought to sit down. And I think that's what I learned that day: to

go on their level. Just get on their level, no matter what level that it is. If I have to

play up a base, I'll play up a base. If I have to quiet myself, because I am kind of

hyper, you know, then calm it down.

Overall, finding favorable outcomes is a core theme in raising money. It is critical to

managing donor relationships and requires looking for the win-win situation, establishing

common ground, and assembling a support team to advance a beneficial outcome.

Another closely related facet to raising money is putting the college's interests before

self.

Subjugating the personal to the professional

Fundraisers see themselves as representing the foundation and the college, and, for

that reason, report withholding personal views from conversations, not defending

themselves when affronted, and suppressing true emotions in order to advance the

college's interests. Situations involving gender bias, sexual harassment, and racism all

require great restraint on the part of the fundraiser, and many of the participants I

interviewed reported having suppressed their honest reactions or emotions in order to

preserve the relationship for the benefit of the college.

Being a professional

Community college fundraising professionals define professionalism as acting out their organizational role, managing relationships, and abiding by the bounds of their profession. As agents of the foundation and college, they do not voice their personal opinions.

In her interview, Ellen emphasized the importance of professionalism in conversations with volunteers and donors: "We, as professionals, we conquer our tongue a lot, but we try not to compromise our principles and we try to learn to state our cases." When a donor irritated her, Jo said she refrained from engaging with him "because it wasn't me; I was the foundation." Fundraisers reported their roles as representatives of their respective foundations and colleges as the reason for refraining from offering personal opinions. Jo quipped, "I can't be a jerk. I can go home and be a jerk, but when I'm representing the college foundation, I have too many people depending on me to not be a jerk." Many participants of my study expressed similar viewpoints.

When Matt was asked what he wanted to say to a donor who was interested in changing the last will and testament of another donor who had passed, he said what kept him from expressing his opinion was "the good of the cause":

Number 1, I kind of knew that we could not change it, but I didn't want to get into that conversation. So, on occasion, I wanted to say, "Really? You can't change that. He's died, and it's in the will, and the will has to be honored." . . . From a professional side, you kind of have to bite your tongue. I have many scars on my tongue from over the year of fundraising. That's right: scars on my tongue. And I

think about the days he was badgering me and I had blood streaming from my ear or whatever. So you want to, but for the good of the cause you don't. But I couldn't repeat what I would want to say to him.

Ryan, too, said he refrains from offering his opinion because "it's your job" to hold back "that kind of stuff" and that "self-preservation" is the ultimate reason. He recounted a time a donor was out of line:

> What you would like to do, which of course you can't do, is pick up the phone and say, "Are kidding me?" But, uh, you can't. Um, you could go into more detail, but really when you lose your temper, there is nothing to be gained by it. So, you're not going to change these individuals. And they're never going to believe that they're not right in doing what they did. So, you're not going to change them.

I asked Ryan what ultimately prevented him from acting on his instincts, and he replied, "Self-preservation. Because if you did that kind of stuff, you wouldn't be around. The organization can't have somebody who responds that way. It's your job. That's the way it is." Lecil said that she is mindful of the "cobweb" of multi-layer relationships fundraisers manage:

> To a certain extent, it may very well get back internally because he and the college president are good friends. There are friendships, and you stay away from all of that. But, as a development professional, you try to understand the cobweb and how you're just one part, that but you need to understand how it connects all the way around, completely. Sometimes, I do say things that I believe in, that I believe need to happen. And I do that very honestly at all times. If I make a

recommendation, I'll say, "You know, I believe this and this is what I recommend."
But when it comes to opinion and things like that, that could either damage my
relationship internally or externally. I keep it to myself. And I do get asked for my
opinion. And then it's out on the table. Internally, if the board were to ask, I might
filter it to certain extent.

Uh, just because they often times don't have the knowledge that . . . I have used to
form the opinion. It's just a little bit different. And it should be different. Yeah.
I've never been worried about speaking my mind and being fired, you know. I say
that kind of comically to a certain point. But, then again, if you stick your neck out,
you lose your job. I mean, they ultimately, this is how we live. We do it because
we are passionate about it, but we do this to make a living.

Fundraisers choose to conceal rather than reveal their opinions in most contexts and on
most conversational topics. Conversations that involve opinions outside of college topics
make Jenna uncomfortable, and she refrains from revealing her opinion to avoid any
potential controversy because she is a "representative of the college." Jenna described
how she manages these situations with constituents:

You know, conversations that aren't even related to the college — political issues,
and things that, you know where they stand on the issue, and they're asking you
for your opinions on it, and you don't even want to talk about that because they
might differ from, you know, so you try to change the subject, and that's
uncomfortable. Politics is the big one. . . . I try to answer in a way that I don't
really state any true opinion of mine. . . . I don't try to say something that I don't
believe, but at the same time, I'm not really, I'm not going to be forthcoming with

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my own beliefs as I think they differ with, you know, the donor's beliefs. And so, I, yeah, I'm either very non- committal about it, or I try to change the subject or something. . . . If I were . . . not a representative of the college, I would voice my own opinions. Which, I mean, could very well differ from, from their opinions. But as a representative of the college, you know, I'm not there to do that. So, I don't.

When asked what prevented her from expressing her opinion, Jenna gave the following response:

I don't think that it would affect any relationships, but at the same time, I don't want to cause any controversy, or cause any, you know, I'm, I'm just not going to state those opinions, because I don't want to cause any, any ill will, or any bad feelings, or not that it necessarily would. But, I just don't want to have, that, that, or I don't know what the word is, but, um, I just would rather avoid it, than, than, cause any, cause any issues.

In addition to dodging questions about personal political opinions, fundraisers avoid revealing their personal options about board members. Kathy recalled a situation in which she wanted to be able to tell a board member, "to go to hell" and "to get off the board" so she would not have to "deal" with him, but her sense of professionalism stopped her: "It was not going to gain anything. It was only going to hurt my other board members. It was only going to hurt the foundation." Matt recalled a foundation board chair whom he found to be hypocritical, pushing to move forward with a major gifts campaign and asking all board members to donate, and then not himself donating. Matt wanted to confront the board chair, but did not. From "experience," he said, he knows better:

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Doesn't get you anywhere. It's one of those things that, as a professional, if you do that, you probably have cut off any future relationship. Which could be that person remembers down the road. . . . They inherit, or whatever. Once you do that, you've burnt that bridge.

Being candid with his board chair, Matt feared, posed a risk to future giving. Kathy, too, has had to bite her tongue. She had a donor who believed she deserved more attention, and, so as not to jeopardize the relationship with the donor's family members, Kathy refrained herself:

I'd really like to explain that she, she wasn't as high and mighty as she thinks she is. Her money and her power, uh, didn't impress me. Um, yes, we appreciate what she had given and what she is doing, and we want her as a friend, but I would have really liked to say, "Let's get this out in the open and get it over with." You know, if I've done something wrong, you've done something wrong. . . . I'd really like to tell her some of the things that she has done wrong in the relationship, but I couldn't.

I asked Kathy what prevented her from being honest, and, she replied, that she liked the donor's family members: "I really like her husband and her father-in-law. And I just didn't think it was worth losing that relationship to let her know how I felt about her. It wasn't worth the cost to me."

Fundraisers also have to conceal their opinions about their college president's performance or abilities. Participants in my study underscored the importance of fundraisers protecting the president. Phil reported that he uses tact to soften messages when communicating with foundation board members regarding the college president:

I always water things down when I communicate. . . . I still believe whoever is in

that president's role is still the president, and whether I agree or not, I am going to

follow his or her wishes. And so I will basically communicate as tactfully as I

possibly can, to certain board members in leadership roles, of certain things that I

feel that the president would be comfortable doing versus not comfortable. I've

never thrown the president under the bus at all. I mean, I might vent to my spouse

about, uh, something that happened or didn't happen and I was disappointed, but I

would never say that to, you know, uh, to an outside person.

Kathy voiced a similar perspective:

I just hate to bad mouth my president. Uh. But it's usually when somebody is

complaining about the president [that she refrains from voicing her opinion].

Something that he didn't do or something he said, or, uh, that he's not involved. . .

. It's truly about, well, "Your president was supposed to be there, or your president

wasn't there," or whatever. I have to be professional enough not to share any of

my bad vibes. So, I just say, "Well, we know he's awful busy. We wish he could

be more involved." It used to be I could hide it a lot more, but now there's no

hiding it. . . . He's getting better at it, but he has a real bad habit of coming late to

things and leaving early. And I will just say, whether it's a meeting with me or

another meeting, [that] he changes meetings a lot, . . . and people have really

noticed that. They'll just say, "President who or what? Oh, you have a president

out there?" They've seen it and it's past hiding it

There are also times when volunteers approach the president to complain about the

fundraiser. Ryan recalled the time a foundation board member wanted him fired: "He

went to the president and pleaded for me to be fired, not long after I started. 'Cause I failed at everything she wanted." Ryan narrated the story and explained how he used diplomacy:

> Well, she wanted me to raise $10 Million overnight. And, I was, like, "You have to have infrastructure." It was really kind of a fascinating experience. It was really an incredible experience. And I was caught off guard by it. Um, and that type of experience always influences how you feel about those people. You can still smile, and shake their hand, and exchange small talk, but you really don't want to be around them. And that's an accurate way of saying it. You shake their hand, you smile, you talk about things, briefly, and then at least you can never be accused of avoiding them.

Ryan used diplomacy to manage the relationship after the board member wanted him fired. Avoiding board members, or other constituents, may not be a reasonable tactic in the community college fundraiser's role as the expectation is that they manage relationships.

As my study suggests, community college fundraising participants are choosing to conceal rather than reveal their true opinions so as to advance the college's interests. They are placing the advancement of college outcomes before their own personal beliefs and citing professional standards as a reason for doing so. Moreover, fundraisers are not only concealing their opinions, but they are also suppressing their emotions when personally affronted by a constituent.

Managing personal affronts and feelings

When managing relationships associated with their workplace role, community college fundraising professionals also manage personal affronts and feelings. Community college fundraisers offer stories of personal affronts and how they managed relationships in these moments. Fundraisers use diplomatic communication tactics, minimize the situation, and suppress emotion more times than they confront the individual for wanting them fired, making sexual comments, acting like a chauvinist, and being a racist. These moments exemplify the way in which fundraisers manage relationships with constituents by putting the college before self and advancing the institution's interest as part of their role.

About gender bias

Both Kathy and Katie had to manage relationships with men who were openly critical of them during board meetings. Kathy referred to this board member as a "male chauvinist":

> He really is kind of a male chauvinist. Many of the women that have worked with him or worked for him always felt like he was looking down on them. He would always in our meetings . . . say something to embarrass me or challenge me.

Kathy approached her board member directly in a one-on-one meeting and was able to curtail the gender harassment. Similarly, Katie referred to her rule and openly critical male foundation board chair as an "ass":

> So I learned never to let your board chair run your meeting. So, you know what I did? I hired a mediator for the board. Because what followed that next year, [name of board chair] would come to meetings and he kept it up. Oh, it was horrible. He kept it up. He would come to the meetings, he continues to be an

ass. . . . I talked to my president. And he was just, like, you know, "I don't know
what to tell you." But I was pretty devastated. I mean, I would cry. I look like a
strong person. Let me tell you what I did, though. The next year, I brought in a
mediator to facilitate, because I was not going to have a repeat of that. Because
what I told my president, "If we have a repeat of last year's at the board meeting,
I could blow up at the board. And I'm gonna blow up. I can't do this any
longer." You know, I just had to start putting distance between me and that
person. I mean, you just have to be sure you don't put yourself in situations
where anything can happen.

Katie's narrative proves that she is aware of her limits as a professional and her inability to
manage these personal and public board meeting affronts without the help of a hired
mediator who could "start putting some distance between me and that person." She was
required to manage the relationship with her foundation board chair, but she could not
continue to put herself in a situation that made her "pretty devastated" and made her cry.
Fundraising professionals must manage relationships and the personal affronts associated
with them while putting the college's interests first. The participants I interviewed
suggested that teaming with someone else could help resolve situations and manage the
relationship, despite the personal affronts.

Doris recounted a time she experienced gender bias and, having observed her
predecessor confront the offending men to no avail, she decided to chalk the bias up
to a generational divide and to earn the respect of the men and "become equals at the
table":

We live in a very male-oriented society in Southern [name of state]. . . . It's still

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some of the older farmers or ranchers, when you work with them, it's, "Okay, little

darlin'," type stuff. That's just the way they are. It has nothing to do with me or my

power as a woman or a female administrator of a foundation. That's always been the

way they've dealt with women, and I think that when I don't take offense to it, I find

they have a lot of respect in me. And then that respect starts to grow until we

become equals at the table.

Doris clearly preferred a no-conflict environment over asserting herself and calling out
the men on the gender bias she perceived.

About sexual harassment

Some of the participants I interviewed provided accounts of sexual harassment —
sexual innuendos, sexual comments, and touching — and none of them openly addressed
the impropriety of these things with their perpetrators. Their responses to these situations
are instructive.

Jenna employed a distancing tactic to manage a relationship with a donor after he
had "a few too many drinks" and made sexual innuendos, as described at the beginning of
the chapter. While Jenna's nervous laughter when recounting the situation was
disempowering, she at least has promised herself not to put herself in that situation again,
but, however, is emphatic that she would not jeopardize the relationship with a large donor
to the college by confronting him and causing a scene. She did say that if the sexual
harassment were an ongoing occurrence versus a one-time event, she would reassign the
management of the relationship to "someone else in the institution":

Here is someone who is giving a lot of money to the institution and it is a one-

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time thing. . . . You know, if it's an ongoing thing, then I think it really does

become harassment and you have, you know, figure out what you do. Is there

someone else in the institution that can handle that relationship with that person

instead of you?

It is unfortunately that Jenna felt that she had to put up with sexual harassment, even if just one time, but those are the types of decisions that fundraising professionals find themselves making.

In my interviews, I learned of more situations of sexual harassment and inappropriate inferences. Andrea was disempowered during a meeting with both a donor and her college president. The donor was being "very flirtatious" and using uncomfortable "innuendos," seemingly setting the stage for "expecting something in return." While she did not confront the donor, she also did not accept his money and, instead, directed it to another entity that might be able to also support the college through its philanthropic gifts.:

I've seen a lot of negative. When I first started doing fundraising, um, [long pause] . .

. Sometimes you just feel uncomfortable with some donors and, um, you don't

know why that is. You feel creepy. I had this uncomfortable situation with a

donor, that I just knew that, I don't know that I even wanted to take their money,

because of the way, um, they treated me. I don't know how else to describe it.

Kinda like snakey salespeople. Ah, so I was just, like, this isn't healthy, um, very

flirtatious, very, um, (long pause). I felt like if we took his donation, he would

expect something in return. The President and I and this donor had gone out to

dinner. They wanted to give us money, and I felt like there was just something

about it very uncomfortable, um, some of the innuendos, um, some of the jokes that

he was telling. And he was willing to give his money to the college, and when we left there, um, I said if he calls back to give a check, somebody else has got to go get it because it's not me. And the president even um, agreed, um, once I pointed some things out to him. Because at first I don't think [the college president] saw it, but once I pointed them out to him, um, he agreed. And, we ended up, um, not taking his money. And um, suggesting that maybe he go to the [name of another non-profit organization] and, um, start a fund, if he would like to help the college.

I asked Andrea whether she had had any other interactions with this donor and what her plans were going forward. She replied that she uses distancing tactics and has others with her when he is present. When I asked what her candid response to him would have been, she said the following;

> Stop it and slap him. [Laughing.] What prevented me, well, one, because the president was sitting there. And knowing [the donor's] potential of being able to support the college. Just because it's a small community, and so, you don't want to ruffle, um, the feathers, . . . because it gets around almost quicker then, you know? Bad almost goes faster than none around here.

Like Jenna, Andrea was disempowered and delimited by the donor's ability to give money to the institution and his perceived power in the room or community. Distancing themselves from these people, having others around them, and redirecting their gifts to other organizations were the only points of empowerment these female fundraising professionals employed; they did not use their voice to defend themselves. Theresa, on the other hand, did use her voice, but only in a non-confrontational and tactful way when in a similar situation:

You get your male donors who have had a few drinks and, sometimes, they, you

know, and . . . what I've done, is you handle it in a humorous way, but it gets to the

point, because part of you always wants to save face. Oh, [they] come on to you or

say, you know, you know, it's not sexual harassment, but, you've seen it before.

Um, they'll make comments, they'll hug you, or, you know, put their arm around

you. And it's just awkward. And it's usually again, associated with alcohol. But,

I learned to handle it with grace and tact by being direct. Sometimes it's like,

"What would your wife think about that? She may not like you giving me hugs."

But's not in a confrontational way. I always give them the benefit of the doubt,

that they don't realize that they were acting like an idiot.

Theresa found a way to address the situation in a non-confrontational way to gently

help male donors realize the inappropriateness of their behavior when they may not be

aware.

About racism

Fundraising professionals can also be the targets of racism. Lisa recounted two

situations in which someone made assumptions about her because of her race. One of

those situations featured one of her foundation board members:

He is a white male in his 70s. Republican. Wealthy. Uneducated. No, maybe a

high school diploma, but no college. Um, not well spoken, but egotistical. And

we're meeting and we're talking and we hit some challenges along the way because

he is used to passive women. He said, he told me he was used to it and one of my

predecessors let him bully her, rake her over the coals, the whole thing. And so

we're in my office and we have a two-year relationship, and he'd been on the board

since I'd been there, before I was hired, he was on the board. It bothers him that he doesn't have a college degree. I'm a black female, educated, come from a very good home, middle class, educated. He had the audacity to say, "You are, growing up — You could probably have gone either way [educated or uneducated]." He was saying to me, this, because I was black and I didn't have to be a black female educated vice president if I could have gone the other way.

Lisa in a very diplomatic way redirected the board member and attempted to reframe his understanding of who she was in order to help manage the situation and the ongoing relationship. However, she did encounter a situation in which a racist donor refused to work with her because she was black:

A donor refused to work with me because I was black. He saw a picture and said, "Oh, she's black," and told one of my white employees that he was not going to work with me because I was black. So, I told my president at the time, and my president said he could keep his money.

Confiding in the president and having him team up with her and refuse the donor's donation gave Lisa a sense of empowerment. She did not have to continue to manage this toxic relationship. Lisa's story proves there are instances when the college favors ethical commitments to equality and justice above short-term financial interests.

Overall, community college fundraisers manage the multi-layer relationships associated with their roles by advancing the college's interests and subjugating the personal to the professional. Many dialectics are at play during these periods of empowerment and disempowerment. The relationship the fundraiser has with the college

president is the most important in helping the fundraising professional act out his or her organizational role, as articulated in the four-part Fundraising Relationship Management Theory: (1) formalizing interdependence between the foundation and governing board; (2) tailoring the interactions and communications between and among constituencies; (3) enlisting and educating colleagues, volunteers and donors; and (4) raising money.

CHAPTER 5: DISCUSSION

Summary of Findings

My study has examined the ways that community college fundraising professionals communicatively manage the multi-layer relationships associated with their workplace roles. I sought to answer two research questions: (RQ1) How do community college fundraising professionals manage the complex, multi-layer relationships in their roles? and (RQ 2) What, if any, dialectical tensions emerge during the management of relationships? These questions yielded rich responses, which I will summarize here.

Community college fundraising professionals have relationships with foundation boards, the college president, board members, donors, colleagues, and community members. These relationships are all connected in the inter-organizational community college fundraising environment. This connectedness can make the fundraiser's goal of managing all of these relationships a complex and arduous assignment. Literature describing this phenomenon is limited. To understand how community college fundraising professionals communicatively manage the multi-layered relationships and dialectical interplay associated with their workplace roles, I have developed the Theory of Fundraising Relationship Management (TFRM). The TFRM, which emerged from grounded theory analysis of the data, explains both the communicative process of relationship management — as managed by the chief community college fundraiser — and the embedded relational meaning making.

To fully understand the management of these relationships, one must first adopt the dialectical lens through which to view them. Relationships are embedded with dialectical tensions as interlocutors work toward meaning-making. Examining the

dialectics present in community college fundraisers' talk about their work allows this study to shed new light and understanding on inter-organizational relationship (IOR) management and to highlight the critical subjugation of the personal to the professional. The dialectical struggle is present in the meaning making intrinsic in these relationships. Community college fundraising professionals manage relationships, the relational ties that come with them, and the embedded dialectical polarities.

In examining RQ2, I identified three primary dialectics as integral to managing inter- organizational relationships (IORs): (1) empowerment-disempowerment; (2) expression- suppression; and (3) integration-separation.

The overarching and most pronounced dialectic is the empowerment disempowerment struggle. Participants expressed (dis)empowerment polarities particularly in relation to gender bias, sexual harassment, unrealistic expectations from donors who want something in return, presidents who refuse either to act out a fundraising role and/or to carry out associated functions, and donors who want staff fired. To mitigate disempowerment, fundraising professionals employ diplomacy, distancing tactics, and directness, and work toward favorable outcomes to empower themselves. Moments of disempowerment diminish the personhood of a fundraiser, who must choose either to accept self-subjugation or to seek empowerment. Fundraising professionals also must navigate dialectical moments of expression-suppression, deciding when to display and when to conceal emotions. Most display emotions only when believed to be viewed favorably and suppress emotions that could be considered weak.

Finally, community college fundraising professionals struggle with the integration- separation dialectic. The fundraiser manages the relationship between the

college's foundation and its governing board using formal structures and communication to keep the duties of each separate, congruent, and yet inter-dependent. The two boards, while dependent on one another, have different goals: the foundation board is focused on fundraising, and the governing board is focused on policy-making and priority setting. Managing the relationship of the two boards and properly aligning their respective priorities requires continuous, ongoing monitoring and managing by the fundraising professional.

An Initial Theory of Fundraising Relationship Management

The primary contribution of this project is a Theory of Fundraising Relationship Management (TFRM, see Figure 4), suggested through these findings, describing how community college fundraisers manage the multi-layer relationships associated with their roles in the inter-organizational context. Sillence (2007) had suggested "investigating the discourse strategies that actors use to construct context" (p. 390). TFRM answers this call by identifying the discourse strategies that non-profit organizational (NPOs) actors use to manage interdependent entities.

At the center of the TFRM model is the primary or host relationship of the fundraising professional and the college president who together co-manage the board-to-board relationship, donor relationships, and donor publics. Branching out from this central relationship are four primary processes: (1) formalizing board interdependence; (2) tailoring the interaction; (3) enlisting and educating others; and (4) raising money.

First, in order to formalize board interdependence, the two boards must be separate and distinct, yet aligned and congruent. To accomplish and maintain these goals, community college fundraising professionals use formal communication channels and

infrastructure.

Research on inter-organizational relationships (IORs) by Evans (1965) is foundational to my study. The college's governing board depends upon the foundation board to raise funds from the philanthropic community to support the institutional priorities. In turn, the foundation board looks to the governing board for direction and agenda-setting priorities for which to raise funds. The roles are clearly defined in organizational documents, such as the articles of incorporation, which establishes the purpose of the foundation and lays out the scope of responsibilities. Formal and clearly defined communication channels and infrastructure between the boards are mechanisms for relational management. The fundraising professional works with the college president to manage the relationship between the boards by formalizing board interaction, board roles, and board powers.

Secondly, community college fundraising professionals tailor their interactions with the various people with whom they have relationships. Fundraisers carefully choreographed donor relationships according to the rule of the rights: the right person managing the relationship, the right time to deliver messages, and the right manner in which to deliver the messages. Proactively curating and crafting the donor interactions is a relational management tactic for community college fundraising professionals.

Thirdly, fundraisers manage relationships by enlisting the help of and educating others. The fundraising professional is a *role definer*, helping to communicate role responsibilities, define role boundaries, and keep others within the scope of their role. As such, the fundraisers help others learn their roles and redirect others when they overstep their bounds. This educational component of a fundraiser's job is key to building

relationship managers, among colleagues and volunteers so that all of the work does not fall on the shoulders of the fundraiser. An educated and well-trained cadre of volunteers assists in the process of relational management.

Finally, raising money is part of how community college fundraising professionals manage relationships. The primary objective of fundraising is securing funding to support the college. Whenever a donation or an investment is made, that means that the community college fundraising professional, or someone among the cadre of volunteers, has solidified a relationship with a constituent, generally by having demonstrated the outcomes the organization achieves on behalf of the students it serves. Through raising funds, community college fundraising professionals advance the college's interests and find favorable outcomes for donors. To accomplish this outcome, fundraisers must partner with others, show personal restraint, maintain ethical bounds, and establish common ground, all while being able to suppressing personal opinions, especially when suffering personal affronts from gender bias, sexual harassment, and/or racism.

The TFRM model that emerged from my study captures the four layers of tensions, outlined in my literature review, that are inherent in the role of a community college fundraising professional (see Figure 2): (1) tensions at the *organizational level* as the fundraiser formalizes the IOR between the college governing board and the foundation board; (2) tensions at the *contextual level* as the fundraiser manages the internal relationship between both boards; (3) tensions at the *community level* as the fundraiser manages external relationships; and (4) tensions at the *dyadic level* as the fundraiser manages the interaction of internal relational partners with external constituents. This chapter will now turn to a consideration of how the TFRM model and other findings from

my study fit within and extend existing communication and fundraising research.

Contributions

My study provides theoretical and practical contributions for communication scholars and fundraising practitioners and opens up avenues for future research. I have identified and categorized the dialectical discourse inherent in a fundraiser's management of the multi- layered relationships in his or role and have punctuated the nuanced nature of managing relations in an inter-organizational context. The findings provide more depth to community college fundraising literature and bridge the boundaries between Relational Dialectic Tensions (RDT) and organizational communication research.

The Theory of Fundraising Relationship Management in an Inter-Organizational Context demonstrates to scholars and practitioners how community college fundraising professionals manage the dialectically entrenched multi-layer relationships associated with their roles. I offer TFRM as an explanatory model for fundraisers' communicative relationship management practices. In addition, the Dialectical Interplay in the Community College Fundraising model (Figure 3) elucidates the dialectical struggle of empowerment-disempowerment in the discourse.

A grounded theory for fundraising relationship management presented in this study makes contributions to the extant literature in the field and the sensitizing concepts detailed in the review of literature. My findings make contributions to: (1) fundraising theory; (2) Relational Dialectic Tensions (RDT); and (3) emotion research. These contributions will be presented in the below discussion.

Contributions to fundraising research

With its theory of the basic communication processes involved in a community

college fundraiser's management of IORs, my study contributes to the small but important area of general research on fundraising. As Milliron, de los Santos, and Browning (2003) forecasted, "Fundraising is part and parcel of a wave forming, foaming, and frothing, already flooding across the community college movement" (p. 81). My project, coming more than a decade later, affirms and extends their findings. In her case study, McGee (2003), the president of Seminole Community College, demonstrated the importance of a foundation's president in leading fundraising efforts and rebuilding the foundation. My study, which synthesizes data from fundraisers at 19 different institutions, significantly strengthens McGee's claims, and further articulates the role of the president as a partner to the community college fundraising professional as he or she manages the multi-layer relationships.

The TFRM model that emerged from my study notably challenged existing fundraising literature (e.g., Barnett, 2002) by not identifying either friendship or befriending donors as ways to manage relationships in fundraising. Some participants in my study conceded that they do at times become personal friends with donors, but in those cases, they initially form relationships and manage them based upon their workplace roles. This finding offers the possibility that community colleges are moving away from the language of friendship, much like four-year universities (Meisenbach & Jones, 2003). Relationship building (vs. friendship building) is still at the core of community college fundraising efforts.

The Theory of Fundraising Relationship Management describes the communicative processes involved in fundraisers' management of multi-layer relationships, building upon Kelly's (1998) claim that "the basis of the donor relationships is communication" (p. 335).

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Furthermore, the TFRM model builds upon the work of Meisenbach (2008), who identified six main occupational identities that fundraisers adopt (financial, relational, educational, mission, coordination, and magical framings). My project focuses more on the fundraiser's management of relationships than on the management of the individual fundraiser's identity. My project uses the definition of *managing strategic relationships*, which Hutton (1999) proposed for the field of public relations proposed a definition of *managing strategic relationships*. Community college fundraising professionals are constantly managing relationships with stakeholders since they are the conduits through which the foundation communicates. The TFRM model captures the strategic discourses found in a fundraiser's role. Like Hutton's public relations practitioner, the community college fundraiser strategically: (1) aligns boards; (2) tailors interactions; (3) enlists and (re)educates others; and (4) raises money (Waters, 2009; Swanger & Rodgers, 2013). Indeed, Waters (2009), in a pathway analysis of donor reports, found that in order to "foster growth of specific dimensions of the nonprofit organization–donor relationship, "fundraisers should "engag[e] donors in more conversations to let them know they are appreciated," which, he avers, "will help encourage more loyalty in the relationship" (p. 118). Waters also noted that NPOs must also demonstrate their commitment to social and financial accountability (p. 118). So important is the social component to fundraising that Swanger and Rodgers (2013) noted fundraising's encroachment on the field of public relations, a fact my study corroborates.

One of the key contributions my study makes to fundraising literature addresses community college fundraising professionals' discourse of *being professional*. The participants I interviewed attested that, as agents of the foundation and college, they must

subjugate the personal to the professional role by keeping their personal opinions to themselves. In this way, they know the dualisms of the Theory of Fundraising Relationship Management articulates how community college fundraisers make sense of the multi-layer relationship management associated with their roles. Dualism thickens the constraints of the *being professional* discourse as limit and control what fundraisers can do to manage relationships and tensions they are encountering during moments of empowerment and disempowerment. The rationale provided by participants for how and why they acted in particular ways made clear the distinct dualism of a right and wrong way to act out *being professional*. The dualistic nature of the discourse, as evident in participant accounts, impedes personal creativity in relationship management, resistance mechanisms during moments of disempowerment, and hinders genuine and authentic emotional displays.

This sensemaking occurred as fundraisers in their interviews retrospectively accounted for their actions and interpreted how and why they acted out *being professional*, not unlike the findings of Canary & Canary (2007), whose participants, when narrating their career stories during interviews, most often addressed or referred to themselves as the main character in the stories: "Even if events happened around them, or opportunities were presented to them, these supervisors articulated how they were active in creating the opportunities and constraints they experience through choices they made and relationships they forged" (p. 241). In this way, my findings differ from those of Meisenbach, Remke, Buzzanell, and Liu (2008), who found women editing themselves out of the role of a main character in the retrospective accounting of arranging their maternity leaves. My study's participants said they saw themselves as often making

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choices to subjugate the personal, glossing over how this "choice" may not be how they wished to handle certain situations.

Fundraisers manage relationships while maintaining professionalism, even in adverse situations, whether or not they fully believed they created the constraints.

Contributions to relational dialectic tensions

This project also complements previous literature on relational dialectic tensions and adds to it by theorizing on the empowerment-disempowerment dialectic. Relational dialectics theory is "a theory of relational meaning making" (Baxter, 2011, p. 2) that frames how a participant acted in a specific context and how discourse leads to relational meaning making. The participants I interviewed cited *relational tension* and *structural tension*, which Lewis et al. (2010) identified in IORs. The *relational tension* is defined as the balance between the external demands placed upon the IOR and the internal collaboration. The *structural tension* arises in the difference between formal governing rules and regulations and informal means for fostering collaboration. The dialectic tensions I identified in my study arguably belong in a subset of these larger categories of tensions, and, therefore, the relational tensions present in my study are the dialectics of empowerment-disempowerment and expression-suppression. Structural tensions, which are more regulatory and formalized operating tensions present in IORs, are found in the integration-separation dialect between the college governing board and foundation board. Organizations with an interdependent relationship provide a singular context for meaning making and the connection between IORs and Relational Dialectic Tensions (RDT).

The findings of my study complement and contribute to the vast body of scholarship on RDT by (1) identifying and categorizing the multi-layer relational tensions

in the inter- organizational context, as presented in Figure 2; (2) elucidating the power struggles in relational dialectic tensions (since empowerment tactics are used during moments of disempowerment); and (3) advancing existing research into dialectical tensions in organizational contexts (e.g., Apker, et al., 2005; Jameson, 2004; Kirby, et al., 2006; Lewis, et al., 2010; Mumby, 2005; and McGuire, et al., 2006).

As my study makes clear, multi-layer relationships are fraught with multi-layer tensions (see Figure 2). Previous research has focused on tensions in dyads or in organizations, rather than on broad, far-reaching, pervasive tensions that are present in multi-layer ways in a multi-layered context, such as the community college foundation environment. First, the IOR structure contains *organizational level tensions* since the board-to-board relationship is managed through formal structures and written agreement, interlocking directorates and liaisons, and formal communication patterns, thus exemplifying the integration-separation dialectical tension. Secondly, the multi-layer IOR structure contains *contextual level tensions*, since fundraising professionals manage the board-to-board relationship by formalizing the board interdependencies and managing the president-fundraiser relationship. Thirdly, the IOR structure contains *community level tensions*, since community college fundraising professionals manage relationships with donors and key stakeholders while they tailor interactions, enlist and (re)educate others, and raise money. Finally, the IOR structure contains *dyadic level tensions*, including all four quadrants of the TFRM model; community college fundraising professionals are constantly managing the relationships between members of the college and foundation and those entities with external constituencies. The community college fundraising professionals' workplace role is multi-layered, dialectically entrenched, and in need of

constant management of these overlaps, polarities, and interplays.

The management of the empowerment-disempowerment supra-dialectic contributes to the general understanding of RDT's power dynamic contained within the centripetal- centrifugal struggle (Baxter, 2011). "Power," according to Baxter (2011), "resides in the systems of meaning — the discourses — through which social reality as we know it is constructed" (p. 124). The centripetal discourse is the dominate discourse in social reality, while the centrifugal discourse is marginalized in the discursive struggle (p. 124). My study advances our understanding of power in the discursive struggle by operationalizing how the marginalized discourse is empowered. Empowerment-disempowerment is positioned as a supra-dialectic because it subsumes other tensions within the context. Additionally, the empowerment-disempowerment dialectic builds upon Ashcraft and Mumby's (2004) initial research on power and the presence of domination and resistance in organizations by showing how it is acted upon in the discursive struggle. My study draws attention to the power dynamic in relational meaning making, which Baxter and Montgomery (1996) refer to as the competition and struggle in their term *praxis*, which "refers to the process of constructing meaning from the interplay of competing discourses" (Baxter, 2011, p. 121). Power occurs within the social construction of meaning when there is an "unequal playing field marked by centripetal and centrifugal position of discourse" (Baxter, 2011, p. 150).

Empowerment is a way interlocutors attempt to equal the playing field in RDT. Because of the nature of their jobs, community college fundraising professionals are prey to situations and moments of disempowerment, whether from gender bias, sexual harassment, racism, donors with unrealistic expectations, donors who expect something in

return, donors who want fundraisers or their staff fired, or presidents who refuse to act out their fundraising role or to carry out their associated functions. Fundraising professionals can respond to these instances of disempowerment with empowering tactics, such as distancing tactics, diplomacy, and directness. Not all of the participants in my study employed an empowerment strategy. Those, for instance, who encountered sexual harassment did not act or speak in the moment, fearing it would be unprofessional to do so.

My study bolsters current research suggesting that employee work roles can be "paradoxed" and impair an employee's ability to carry out his or her organizational responsibilities (McGuire, Dougherty, & Atkinson, 2006). Moments of disempowerment *paradox the dialectic* for fundraisers, comparable to the nurses in McGuire's study who were unable to act out their organizational role when sexually harassed by patients. Fundraising professionals, like those nurses, are prone to sexual harassment and as such are unable to partake in the dialectical struggle. While McGuire's nurses were unable to move between the polarities of closeness and distance, since closeness would position them near their perpetrators, the fundraisers I interviewed tended to separate the personal from the professional during disempowering situations, thus enabling themselves to continue to carry out their workplace roles. Their subjugation of the personal self to the professional aligns with the findings in Smythe and Dougherty's (2004) research on a university donor who, during a tour of the department, sexually harassed females from graduate assistants to professors, each of whom subjugated the personal for their professional role. In such disempowering instances, fundraising professionals tend to repress personal defenses of self- expression, authenticity, and empowerment in order to act out their professional roles.

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My study also demonstrates the heuristic value and relevance for RDT in the organizational context. Relational dialectics are an inherent part of relational management, and college fundraising professional discourse is rife with dualities. My study underscores the value of RDT's explanatory power and heuristic value by showing its applicability as an interpersonal theory in an organizational context. Building upon the work of previous applications of RDT to the organizational context, Kramer's (2004) ethnographic study asserted that paradoxes in relationships are also found in groups; he identified four dialectical tensions: commitment to group versus commitment to other life activities; ordered activities versus emergent activities; inclusion versus exclusion; and acceptable behaviors versus unacceptable behaviors. My project supports Kramer's body of work by underscoring his findings on acceptable and unacceptable behaviors dialectic. He describes one facet of his finding as the difference between emotional expression and its management. About his community theater study, he wrote the following:

> A number of times during the production someone expressed strong, negative emotions by doing things such as slamming things, putting someone else down, or running off in tears. In most cases people apologized to the group or individuals involved after such events. So although group members considered communicating negative emotions unacceptable, they seemed to accept apologizing as a way of managing the unacceptable behaviors. (p. 325)

Unlike Kramer's participants, fundraising professionals do not feel they have the option to express emotions and then apologize for it later, so they often display positive emotions, consider their audience when displaying emotion, and rarely display negative emotions in their workplace role. Therefore, I see a three-prong application of RDT in how

community college fundraising professionals manage dialectics embedded in relational meaning making:

(1) proof of the multi-layer relational tensions in the inter-organizational context as presented in Figure 2; (2) an operationalization of discursive power dynamics in relational dialectic tensions as empowerment tactics are used during moments of disempowerment; and (3) and advancement of dialectical tensions research in organizational contexts.

Contributions to emotion research

My study also views emotion research through a dialectical lens, demonstrating how in their professional roles as relationship managers, fundraisers are constantly choosing between emotional expression and emotional suppression. In this way, the fundraisers are not unlike the cruise ship employees described by Tracy (2000), who posited that *self- subordination* for the greater good of the institution is an expectation for cruise ship employees expected to display only accepted emotional norms. Just as cruise ship employees are considered to be *characters for commerce,* fundraising professionals are expected to suppress their emotions unless they believe they will be viewed favorably. Hochschild's (1979) observation that "the individual often works on inducing or inhibiting feelings so as to render them 'appropriate' to a situation" (p. 551) certainly applies to the participants I interviewed. Moreover, like the financial planning professionals described by Miller and Koesten (2008), my study's participants found that relational and communication skills are more important in their professional roles than technical skills or content knowledge.

Indeed, the expression-suppression dialectic is an undercurrent in the experience of fundraising professionals, who often question whether to display or to conceal their

emotions and personal opinions. Fundraisers claim that subjugation of the personal for the professional is how relationships are managed and therefore are more likely to err on the side of self-suppression. Kramer and Hess's (2002) study identified the six emotion rules of organizations: (1) express emotions professionally; (2) express emotions to improve situations; (3) express emotions to the right people; (4) express emotions to help individuals; (5) do not express emotions for personal benefit to the detriment of others; and (6) expression of certain emotions is always appropriate. Based on my study, I would add one rule: do not display emotions if it would help you but hinder the management of a relationship that benefits the organization (in my case, the community college or its associated foundation).

Overall, the heuristic nature of RDT, emotion work, and fundraising literature provided strong theoretical underpinnings for the grounded theory of fundraising relationship management in the inter-organizational context. Practitioners in the fundraising field can also benefit from the findings as they make sense of their workplace roles and as they manage professional relationships.

Practical Implications and Applications

My study holds practical implications for fundraising practitioners. Community college fundraising professionals are uniquely positioned to help address the financial challenges of their institutions while moving the vision forward to serve students and communities. As such, their workplace role is saturated with multi-layered relationships with embedded dialectical tensions. The ability to manage the relationships with the college president, donors, board members, and community members is essential to acting out their fundraising role. From my interviews with the participants in this study, I suggest

that fundraising practitioners may benefit from knowing and acting out four fundraising relationship management processes: (1) formalizing board-to-board interdependence; (2) tailoring fundraising interactions; (3) enlisting and (re)boarding members; and, (4) raising money. Each of these will be described in the following paragraphs.

First, by formalizing board-to-board interdependence, the community college fundraising professional can better navigate the integration-separation dialectic embedded in the IOR between the governing board and the foundation board. To achieve this end, there are three possible avenues: (1) Formal documents can create appropriate boundaries in the division of power and responsibility; they set precedents and regulations for how to proceed in board relationships. (2) A solidified position, such as a directorate or liaison between the boards, can serve as a communication conduit and help to ensure synchronicity. The formal liaison position should be filled by a board member with a vested interest in the interworking of both boards who wants to advance their shared mission. It is a strategic role that assists the community college fundraising professional in managing the board-to-board relationship. (3) It is also useful to employ formal communication processes, which are agenda-setting presentations that align and realign the strategies of both boards by prompting each to provide up-to-date information on fundraising and institutional priorities to the other board. The fundraising professionals' board management is honed and adjusted as new priority funding areas are conveyed. Likewise, the governing board's interconnectedness with the foundation board is continuously solidified as fundraising communication emphasizes how the shared vision is being secured by investments from the philanthropic community.

This study should also instruct community college fundraising professionals in the

process of carefully choreographing interactions with the philanthropic community. The data I collected made clear the importance of tailoring the interaction based on the rule of the rights: assembling the right person (or team) to the deliver the message to potential donors, at the right time, and in the right manner.

Next, my study suggests that fundraising professionals often need to (re)educate their foundation board members on their role as ambassadors, communication conduits, and fundraisers. The onboarding process consists of an orientation, to be supplemented and updated with training provided throughout their board tenure. Training can also take place in the form of ad hoc moments of cautious redirection if board members overstep their bounds. Foundation and college board members are ambassadors because they are community leaders chosen for their ability to add to the status and reputation of the college and foundation while promoting goodwill among their constituencies. A board's directors give it credibility, which can help to secure donations when the philanthropic community is considering where to invest their contributions. In addition to training board members as ambassadors, fundraising professionals may need to train them to connect the college and foundation with the broader community. Board members can get the word out, help to mitigate negative news, or promote positive press. Finally, the fundraisers in my study indicated that since the sole purpose of the foundation board is to raise funds to promote the mission of the college, fundraisers encourage board members to enlist donors and maximize their circle of influence to secure donations. Only when the board functions properly can the community college fundraising professional successfully manage the multi-layer relationships associated with their role.

When community college fundraising professionals advance the interests of the

college, through managing the multi-layer relationships associated with their role, it often leads to favorable outcomes, the participants in my study suggested. Seeking favorable outcomes is a guiding principle that allows the fundraising professional to partner with others in achieving goals. It requires negotiation but often has an underlying philosophy of teamwork. It provides fundraising professionals with the perspective needed to cut through messy situations when managing relationships. The fundraiser can employ such tactics as establishing common ground to further solidify relationships, communicating restraint in accepting donor gifts, and even suppressing controversial opinions. They do not, however, in all circumstances, have to endure the disempowerment of gender bias, sexual harassment, or racism. Those participants who reported that they did not directly address such situations directly either minimized the significance of the interaction or said they feared the donor gift would have been jeopardized if they had confronted the perpetrator.

My project also carries lessons for fundraising professionals in managing empowering and disempowering relationships. Not all relationships will lead to favorable outcomes, and not all moments will be empowering, but fundraisers can navigate moments of disempowerment with distancing tactics, diplomacy, and directness. Sometimes, these options will not work, and sometimes fundraisers may lose their cool. When deciding the propriety of expressing personal emotions, fundraisers take into account the power dynamics involved. They consider to whom to disclose emotions, when, and to what degree? There is not an ultimate answer to these questions, because so many variables are at play; however, community college fundraising professionals would empower themselves, their counterparts, colleagues, and profession if they defended themselves against gender bias, sexual harassment, and racism. Fundraising professionals are already

on the lower end of the power scale because they are paid to ask donors for resources. They are doing the asking rather than the giving. It is the donor who has the power to transform the college and to propel it into the future, whereas the fundraising professional may not even have the ability to punt the management of a relationship with a disliked donor to another person. Suppressing emotions and failing to redirect individuals when oppressive comments or suggestions are made to one's personhood only further denounces the fundraising profession. Fundraisers do not need to riot, or kick and scream, but they should be trained in how to confidently deal with these situation should they arise.

The final implication of my study for community colleges and their associated foundations is in the hiring process for presidents. Approximately 75 percent of community college presidents will retire in the next 10 years (Heaton, 2015), and colleges' hiring rubrics may need to include sharper fundraising acumen. Hiring committees may benefit from understanding the important role of the community college president in working with fundraisers to (1) formalize board-to-board interdependence; (2) tailor fundraising interactions; (3) enlist and (re)board members; and (4) raise money. The TFRM may prove useful for hiring committees as they integrate the quadrants into their presidential searches.

Strengths

The greatest strength of my project is the development of the TFRM. Much of the existing literature on fundraising (e.g., Waters, 2011; Kelly, 1998) focuses on effectiveness in fundraising strategies, whereas my project widens the focus to the broad communicative and relational processes that undergird the development and use of such strategies. In addition, applying relational dialectic tensions and emotion work to the

organizational fundraising context demonstrates the heuristic value of these theories as they shed light on the workplace roles of fundraising professionals. Finally, my study adds to the body of literature for the community college foundation realm and provides further evidence for exploration into the inter-organizational context.

Limitations

This study, however much it contributes to the fundraising and communication body of knowledge, has restraints and limitations. First, the findings are contextually bound to the 19 participants who are fundraising professionals at community colleges. This limitation does not mean that other studies cannot build upon this knowledge, but rather, that the findings should be viewed with the contextual parameters in mind. Second, participants were fundraising professionals who provided a singular perspective about their management of multi-layer relationships in a community college environment. A richer description of relational management could have been achieved by interviewing the participants' college presidents, board members, and volunteers. Third, the participants in my study, while self- defined as fundraising professionals at community colleges, did not all share the same job requirements, reporting structure, or staff support. As one participant noted, fundraising professionals "wear many hats." Thus, the management of one participant's multi-layer relationships may have been stronger in some relational capacities than another's. Finally, I interviewed 63 percent of the participants via phone instead of face-to-face, thus limiting my ability to respond to non-verbal cues. Regardless of its limitations, my study provides takeaways and practical implications for fundraising practitioners.

Future Directions

Community colleges are experiencing a surge of awareness in the United States among other higher education institutions due to their ability to provide a quality, affordable, and relevant education close to home. At a time in our nation when job creation is emphasized, community colleges are providing students with the training essential for the workplace — primarily in the skilled trades. Community college students have a variety of educational goals. Some want to obtain their associate's degree, others want to transfer to a baccalaureate degree program at a four-year college, some want to retool for a new career, or some may want to learn a new skill. The community college mission is to serve students on their educational path, whatever that may be. It is this mission that undergirds fundraising strategies and tactics, be they for capital projects, scholarships, faculty and staff support, or program development. Securing resources to support the community college mission does not happen without relationships. Community college fundraising professionals are at the center of managing the multi-layer relationships associated with their roles and are essential to bolstering and advancing the college's mission and vision. Researchers should pay attention to studies about community colleges in part because of the nation's current focus on the role of community colleges in higher education, and because of the variety of student needs community college's serve, and the fundraiser's responsibility in securing funding to advance institutional priorities.

Future research should delve into the community college president's role in fundraising and her or his specific approach to board-to-board management. Since I was unable to interview presidents to glean their perspective, this area is ripe for research and would both address the limitations of my study and add to the body of

knowledge about community college fundraising.

Additionally, studying the relationship between a community college's governing board and its foundation board by interviewing the board liaisons would provide insight into their communicative function. What is the liaison's lived experience? What kinds of disclosure are paramount in this role? Does the liaison encounter a dialectic about what to reveal versus conceal to each board about the other?

A reaffirmation, expansion, and critique of the Model of Fundraising Relationship Management in an Inter-Organizational Context would benefit scholars, practitioners, and the fundraising profession more broadly. Are the four quadrants for fundraising relationship management comprehensive? Is the central relational force, shown in the model, comprised exclusively of the community college president and fundraising professional? When applied to contexts outside of community colleges, what further refinements and adjustments shed light on the phenomenon of fundraising professional's relational management?

Another future implication is the furtherance of inter-organizational relationships and their dialectical utterance chains. Research has started to ask, but needs to continue to address, how relational parties in inter-organizational contexts, outside of community colleges, manage dialectical tensions. Which tensions exist in the community college fundraising context that would benefit from future research? My research found that empowerment-disempowerment is a supra-dialectic prevalent in both internal and external relationships, but what about the absence of external tensions addressed in this present study? Would application of a public relations framework as suggested by Hutton (1999) help to identify external dialectic tensions that community college fundraising

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professionals encounter? In addition, how does paradoxing the dialectic impact the fundraising workplace role and create a role dialectic as suggested by McGuire, et al. (2006)?

Another implication for future research and one that cannot be ignored is to look at fundraising through the critical lens of power. The fundraising world is fraught with power dynamics — power is shared, taken, given, granted, and reclaimed. Power is found in the dualistic nature of the community college fundraising professional's workplace role as one adheres to the discursive construction of *being professional* versus unprofessional and follows the prescriptive practice of the *rule of the rights* versus wrong way to raise money. For example, making sense of sexual harassment in the organizational context is not a new avenue of research (Dougherty & Smythe, 2004); however, researching *being professional* in the fundraising context when encountering sexual harassment begs for more exploration. These dualisms in the discourse limit and control what fundraisers can do to manage relationships and tensions. Furthermore, an examination of ethical bounds, gender bias, sexual harassment, and racism needs a critical lens to address oppressive structures that delimit fundraising professionals' ability to defend themselves for fear of personal, occupational, and institutional repercussions.

Finally, community college fundraising professionals should recognize the power structures laden in their occupational role. Power in fundraising relationship management stifles abilities, limits creativity, and dilutes one's humanity and personhood. There is a "taken-for-grantedness" that comes with being a community college fundraising professional. For example, there are dimensions of the role that are routine, normative, and taken as prescriptive measures for how to manage relationships and tensions. These

dimensions are neither questioned nor critically analyzed. Fundraising professionals

should be considering ways to resist power that infringes upon one's right to self. If we

desire to build relationships with others based upon authenticity versus superficial

transactional needs, then we must create responses, mechanisms and take proactive

measures to make the role less oppressive and the moments of disempowerment fewer.

The emotional labor of subjugating one's self for the benefit of the institution must be

recognized and articulated. The structures and systems surrounding this profession must

be designed to support community college fundraisers in building authentic relationships

where sexual harassment, gender bias, racism and other such disempowering acts are

minimized or eradicated. Community college fundraising professionals should come

together as a collective to advance these mutually-shared priorities to support one another

and the fundraising professionals of tomorrow.

Conclusion

This study explored how community college fundraising professionals

communicatively manage the multi-layer relationships associated with their workplace

roles. Findings indicate that community college fundraising professionals are enmeshed in

an organizational context of relationships with boards, the college president, board

members, donors, colleagues, and community members. Moreover, the management of

multi-layered, complex relationships is a primary responsibility of community college

fundraising professionals. Using grounded theory methodology, the Theory of

Fundraising Relationship Management (TFRM) emerged as a model to explain the process

of how fundraisers manage the multi-layer relationships and embedded relational dialectic

tug-of-war associated with their roles.

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APPENDIX A

Introduction to Potential Participants

Hi. My name is Jackie Almquist and I am a graduate student in the Department of Communication at the University of Missouri-Columbia._____(name of person who recommended contact, if recommended) suggested that I contact you about a study that I am conducting on professional fundraising executives in the community college non-profit arena. I am asking you to participate in a confidential open-ended interview lasting between 1 hour and 1 ½ hours, depending on how much you have to say. This study will help fundraising professionals better understand how they create and maintain relationships. Does this sound like a project you would be interested in contributing to by participating in the interview?

Interview Protocol

Rapport Building

The following section contains a semi-structured introduction, which will be used to establish rapport and soothe anxieties of both the interviewer and the interviewee (see Creswell, 2007). It is then followed by four rapport building questions to ease into the main questions. Moreover, this rapport stage will enhance researcher credibility by articulating the importance of confidentiality to the participant(s), clarifying the purpose of the interview and personalizing the reason the research is curious about the topic. The following script is representative of these goals.

"Thank you for agreeing to be interviewed. As a person who works in community college foundation environment, I understand the rewards and challenges. I appreciate the opportunity to meet with you to discuss them in a confidential way. First, before we proceed I would like you to fill out an informed consent form that ensures your willful participation and my compliance in securing your confidentiality by all means necessary. Next, I am going to turn on the recorder, as indicated in the consent form, this will remain confidential as well. Are there any questions before we begin?"

1. Please tell me about your job as a community college fundraising professional.

2. Describe your community college foundation.

3. Please tell me about your reporting structure.

Main Questions

If the previous questions are adequately answered, I will proceed to the following main questions. Otherwise, the previous questions will include continuation, elaboration

or completion probes (see Creswell, 2007, p. 164). The remaining questions adhere to the

sensitizing concepts in RDT and IORs; thus, allowing the researcher to investigate

potential embedded tensions in community college fundraising professionals' discursive

construction of relationships

4. *Organizational Level:* Tell me a little about the relationship between the community college and the foundation.

> How do you manage this relationship between the
>
> boards? Is there ever any resistance to this board
>
> relationship?
>
>> If so, what do you
>>
>> do? Who do you talk
>>
>> to?
>>
>> What did you want to do but didn't
>>
>> do? What prevented you from doing
>>
>> that?

5. *Context Level:* Tell me a little about the community college's relationship with the Foundation.

How do you manage the relationship?

> When, if ever, do conflicts occur between the Foundation and the College?
>
>> What did you do?
>>
>> Who did you talk
>>
>> to?
>>
>> What did you want to do but didn't?
>>
>> What prevented you from doing
>>
>> that?

6. *Community Level:* Tell me a little about your community college service area or community.

How do you manage the relationship with the community?

When, if ever, do conflicts occur?

Have you ever had a conflict or negative moment with the community?

If so, how did you manage it?

What did you do? Who did you talk to?

What did you want to do but didn't

do? What prevented you from doing

that?

7. *Dyadic Level:* Describe your relationship with your college president.

Give me a positive example of how you work with your college president to develop resources.

Are your interactions always

positive? If not, please provide an

example.

When, if ever, do conflicts

occur? What did you do?

Who did you talk to?

What did want to do but didn't?

What prevented you from doing

that?

Describe a positive relationship that you have with a donor.

How do you manage that relationship?

Are all your interactions with donors positive?

If not, provide an example.

In an interaction with a donor that was uncomfortable or less than positive, What did you do?

Who did you talk to?

What did you want to do but didn't?

What prevented you from doing that?

Follow-Up Questions

If there is missing information or a need for follow-up after the interviewing, additional questions will be prepared. To express this potential need to the interviewee, I will ask if he or she is willing to clarify points or meet for a second interview, if needed.

Revised Interview Protocol

1. Please tell me about your job as a community college fundraising professional.

2. Describe your community college foundation.

3. Please tell me about your reporting structure.

4. *Organizational Level:* Tell me a little about the relationship between the community college board and the foundation board.

      What do you see as the role of foundation board members?

           How do they learn what that role is?

           -do you play any part in training them?

    How do you manage this relationship between the boards?

      Is there ever any resistance to this board relationship?

           Any tensions in this relationship?

           If so, what do you do?

           Who do you talk to?

           What did you want to do but didn't do?

           What prevented you from doing that?

    Have you ever had a Foundation Board member who overstepped their bounds?

           If so, what do you do?

           Who do you talk to?

           What did you want to do but didn't do?

           What prevented you from doing that?

    Have you ever had a board member overstep their bounds?

5. In talking to fundraisers there is often a need to respond to changes in the reporting structure, policies, etc., without much warning. How do you manage changes in the organizational structure or bureaucracy?

6. *Dyadic Level:* Describe your relationship with your college president.

   Give me a positive example of how you work with your college president to develop resources.

   > When, do conflicts or tensions tend to occur?

   > Tell me about a challenging situation / interaction you've had with your president.

   > What did you do?

   > Who did you talk

   > to?

   > What did want to do but didn't? What

   > prevented you from doing that?

   Describe a positive relationship that you have with a donor.

   > How do you manage that relationship?

   > Are all your interactions with donors positive?

   > > If not, provide an example.

   In an interaction with a donor that was uncomfortable or less than

   > positive, What did you do?

   > Who did you talk to?

   > What did you want to do but didn't?

   > What prevented you from doing

   > that?

7. *Emotional Management*: If you are having a bad day and need to express

frustration how do that manage that? Do you feel like you could express your

emotions to anyone? Describe how emotions are viewed in your workplace.

> Have you ever lost control of your emotions in this
>
> role? What happened?
>
> What did you do?
>
> What emotions are okay to express in your
>
> role?
>
> How is crying viewed in this job?
>
> Is there ever a time when sad is allowed?

8. *Disclosure:* How much (private) information do you find yourself encountering on the job? Do you find that you have access to a lot of information in your role?

> How do you manage it when_____tells you private
> information (says it's off the record) and asks you not to
> share it.
>
> Do you feel pressure to ….keep quiet/tell someone What
> is your role in managing who gets information?
>
> Who can you share information with?

9. *Community Level:* Tell me a little about your community college service area or community.

> How do you manage the relationship with the community?
>
> > When, if ever, do conflicts occur?
> >
> > Have you ever had a conflict or negative moment with the community?
> >
> > > If so, how did you manage
> > >
> > > it? What did you do?
> > >
> > > Who did you talk to?

What did you want to do but didn't
do? What prevented you from doing
that?

Follow-Up Questions

If there is missing information or a need for follow-up after the interviewing, additional questions will be prepared. To express this potential need to the interviewee, I will ask if he or she is willing to clarify points or meet for a second interview, if needed.

Informed Consent Form

Project Title: **A GROUNDED THEORY APPROACH: INTER-
ORGANIZATIONAL RELATIONSHIPS IN
COMMUNITY COLLEGE FUNDRAISING**

Researchers: Jacqueline C. Almquist is a graduate student in the Department of
Communication at the University of Missouri-Columbia. Dr. Rebecca
Meisenbach is an Associate Professor in the Department of Communication
at the University of Missouri-Columbia.

Purpose: We will be conducting a study using interviews to examine inter-
organizational relationships from the perspective of fundraising executives
in the community college context. You must be a U.S. citizen, over the age
of 18 years and a professional fundraising executive who is currently
working for a community college in the United States of America.

Time: The study should take 60 to 90 minutes, depending on how much you
choose to participate and on what you have to say. Interviews will be
audio-taped.

Voluntary: Your participation is voluntary. You may quit at any time and you may
refuse to answer any question.

Risk: There is minimal risk involved with the study. There is no more risk than
you would experience in your daily interactions.

Benefits: The results of this study may help scholars understand the management
of relationships and dialectical tensions occurring in inter-
organizational relationships from the perspective on the fundraising
professional.

Confidential: Your identity will not be revealed in transcripts, written documents, or
verbal presentations of the data. The following steps will be taken to protect
your identity and confidentiality.
  1. Consent forms will be separated from the data.
  2. Personal identifying information will be eliminated from
     the transcripts and any reporting of the data.
  3. You can refuse to answer any question asked.
  4. Digital audio files will be kept on a password protected computer.
  5. Research records must be kept for 7 years following
     the completion of the study.

Contact: If you have questions, feel free to contact the primary investigator,
Jacqueline

C. Almquist at (816) 510-9564. You may also email her at
jackiealmquist@hotmail.com. Dr. Rebecca Meisenbach may be reached
at 573-882-0747. You may also contact her at
meisenbachr@missouri.edu

Questions: If you have questions about your rights, contact Campus
  IRB: Office of Research
  483 McReynolds Hall

Columbia, MO 65211
(573) 882-9585

Thank you for your participation!
Jacqueline C. Almquist   Rebecca Meisenbach, Ph.D.
Doctoral Candidate   Dissertation Advisor

_____

Signing this consent indicates that you understand and agree to the conditions

mentioned above

_____   _____

Signature   Date

VITA

Jacqueline C. Almquist has been in higher education for over a decade in both instructional and administrative capacities. She serves as the Executive Director of the Metropolitan Community College Foundation (Omaha, NE) since October 2015 and previously served since February of 2013 as the college's first Director of Development. In this role, she enjoys enlisting advocates to support community college education and is passionate about creating partnerships to enable student success and community betterment. She previously served as the Executive Director of the State Fair Community College Foundation in Sedalia, Missouri for six years. She also works as a consultant and Senior Vice President for the Armistead Group, a community college advancement firm, specializing in fundraising services nationwide. Prior to her career in education, Jackie worked in public relations and marketing as a consultant, community events specialist, and small-business account manager. She is scheduled to complete her doctoral degree at the University of Missouri-Columbia with a Ph.D. in organizational communication during the 2015-2016 academic year. She holds a Master's degree from the University of Central Missouri in Speech Communication and a Bachelor's degree in Philosophy from Rockhurst University. Her conference and community presentations include topics on relationship building, strategic planning, fundraising, creating a workplace culture of appreciation, event success,

effective communication in the workplace, and community linkages. Jackie's

presentations and papers have appeared on the national and regional circuit at conferences

for the National Communication Association, Council for Resource Development, Higher

Learning Commission, American Association of Community Colleges, and Association of

Community College Trustees. Jackie is the president-elect for the Council for Resource

Development 2017 Board of Directors in Washington, D.C., a professional development

organization for two-year community college fundraising professionals.