

THE EXPLORATION OF THE “FLUTIE FACTOR”
AND PHILANTHROPIC CONTRIBUTIONS TO
NCAA DIVISION II FOOTBALL CHAMPIONSHIP
INSTITUTIONS FROM 1997-2010

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by

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ABSTRACT

The purpose of this study was to explore the relationship between the phenomenon, the “Flutie Factor,” and philanthropic contributions to NCAA Division II football championship institutions. This research expanded on a prior research, adding to the existing data on the subject. The study is mixed method in design, gathering quantitative data in numerous giving categories as well as the total number of donors from various sources. Qualitative research questions explored participant beliefs on staff size, the phenomenon and football championship effects on giving to the institution.

A review of literature examined a number of motivating factors for giving to institutions of higher education, providing conceptual underpinnings for the study. The quantitative findings suggested football championships can have a positive impact on total cash donations and the number of alumni donors to an institution. The study did not suggest a consistent impact on other types of gifts. The qualitative findings suggested, above all else, a football championship will heighten the amount of pride felt by a variety of stakeholders. It is unclear if the number of staff is believed to play a role on increased donations although a correlation can be found. Ultimately, the study suggests a football championship can enhance communications, marketing and visibility for the institution.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	ii
ABSTRACT.....	iii
TABLE OF CONTENTS.....	iv

Chapter

1. INTRODUCTION TO THE STUDY.....	1
Background.....	1
Theoretical Framework.....	5
Statement of the Problem.....	7
Purpose of the Study.....	8
Research Questions.....	8
Research Hypotheses.....	9
Limitations.....	10
Biases.....	10
Definition of Key Terms.....	10
Summary.....	12
2. REVIEW OF RELATED LITERATURE.....	14
Introduction.....	14
Historical Review of Phenomena.....	14
Success Measured.....	18
Control Variables.....	19

Athletic Donor Behavior.....	20
History of Philanthropy.....	22
Characteristics of Classifications.....	22
Voluntary Support of Higher Education.....	24
Foundations of Giving.....	25
Motivation.....	26
Curiosity.....	27
Philanthropy.....	27
Power.....	28
Social.....	28
Success.....	28
Tradition (Success I).....	28
Current Success (Success II).....	29
Future Success (Success III).....	29
Community Pride (Success IV).....	29
Emotional.....	30
Psychological.....	30
Omissions in previous research.....	31
Summary.....	32
3. RESEARCH DESIGN AND METHODOLOGY.....	34
Introduction.....	34
Design for the Study.....	34
Problem Statement.....	35

Purpose of the Study.....	36
Research Questions.....	36
Survey Research Strategies.....	37
Data Analysis Method.....	38
Limitations and Delimitations.....	38
Data Source.....	39
Population and Sample.....	40
Data Collection and Instrumentation.....	41
Survey Instrument Design.....	41
Quantitative Questionnaire.....	41
Qualitative Questionnaire.....	42
Ensuring Validity, Reliability and Trustworthiness.....	42
Face and Content Validity.....	42
Reliability.....	43
Trustworthiness.....	43
Researcher Disclosure.....	43
Triangulation of Data.....	44
Member Checking.....	45
Peer Debriefing.....	45
Establishing an Audit Trail.....	45
Data Analysis.....	46
Summary.....	47
4. PRESENTATION AND ANALYSIS OF DATA.....	48

Introduction.....	48
Participants.....	48
Data and Methods.....	49
Findings and Analysis.....	49
Quantitative Research Questions.....	50
Quantitative Question One.....	50
Quantitative Question Two.....	51
Total cash donations.....	51
Number of cash donors.....	53
Total value of trade/in-kind donations.....	55
Total number of trade/in-kind donors.....	57
Total number of alumni donors.....	59
Total number of non-alumni donors.....	61
Total number of foundation donors.....	63
Total number of corporate donors.....	65
Qualitative Research Questions.....	67
Qualitative Question One.....	67
Qualitative Question Two.....	71
Qualitative Question Three.....	74
Summary.....	77
5. FINDINGS, CONCLUSION AND RECOMMENDATIONS.....	79
Introduction.....	79
Discussion of Findings by Research Question.....	79

Quantitative Research Questions.....	79
Quantitative Question One.....	80
Quantitative Question Two.....	80
Total Cash Donations.....	80
Total Number of Cash Donors.....	81
Total Value of Trade/In-Kind Donations.....	82
Total Number of Trade/In-Kind Donors.....	82
Total Number of Alumni Donors.....	83
Total Number of Non-Alumni Donors.....	84
Total Number of Foundation Donors.....	85
Total Number of Corporate Donors.....	85
Qualitative Research Questions.....	85
Qualitative Question One.....	85
Qualitative Question Two.....	87
Qualitative Question Three.....	88
Limitations of the Study.....	90
Overall Conclusions.....	91
Recommendations for Further Study.....	93
Summary.....	94
REFERENCES.....	96
APPENDICES	
A. Request for Participation.....	100
B. Informed Consent Letter.....	102

C. Qualitative and Quantitative Questionnaires.....	105
D. Member Checking Letter.....	108
VITA.....	110

CHAPTER ONE

INTRODUCTION TO THE STUDY

Most people may not know the name Doug Flutie. Further, most may not believe in attributing an influx of philanthropic support to a single athletic play or game. That said, however, it was a single game and play by the aforementioned Doug Flutie in the 1980's that instigated an influx of research on this very topic. This concept, among other names, is called the "Flutie Factor" and this instance added a profound amount of research on to what little already existed at the time.

Chapter one provides a background for this study and outlines the importance of its findings. A theoretical framework is introduced to explain the purpose of the study and the problem is defined. Research questions are introduced which help guide the study and a hypothesis is expressed. Limitations and biases are also introduced. Chapter one ends with definitions of key terms and a summary of the study outline and its anticipated benefits.

Background

Philanthropic giving has been an integral part of higher education for several centuries. The leaders of the Massachusetts Bay settlement acknowledged the importance of a liberal education and founded Harvard College in 1636 (Solomon, 1985). Although formal gymnasium classes existed at Harvard and a handful of other institutions in the early 1800's, it was not until the 1840's that formal sports began to emerge on certain

campuses. It was 1843 when the first formal boat club was established at Yale, with Harvard to follow one year later (Lewis, 1970). From the mid-1980's on, collegiate athletics began to emerge as a more integral part of the college experience. As athletics have increased in popularity and costs associated with an increase in athletic teams represented on campus, demand has naturally increased for additional funding.

In recent years the overall funding climate in higher education has also shifted. Local and national newscasters, trade publications and a variety of journals have reported on the declining state budgets, the downturn of the economy, and the reactions of higher learning institutions to raise tuition (Sanford, 2003). For these reasons, the dependency on private fundraising has increased as a result.

Just as businesses and CEO's examine their operations in times of economic turmoil, institutional advancement leaders look at how to effectively increase their bottom line. According to many publications in the fundraising industry – especially the *Chronicle on Philanthropy* – many institutions are cutting professional development resources, support staff and traveling budgets. One only has to read the recent issue of the *Chronicle* or visit many state institutions websites to realize there are fewer new or vacant jobs, which does not include the number that are frozen because of the budget situations in most states. All of this has made development professionals take a hard look at what it takes to be successful fundraisers with limited resources, thus growing attention to research on giving trends. Further, the environment has forced many to evaluate their current position, as evidenced by a headline story of the *Chronicle of Philanthropy*, of which the title tells the story – “Bad economy has strained many nonprofit workers” (Berkshire, 2012). As Berkshire has suggested, many charity workers are actively

searching new opportunities because of this strain, which includes fundraisers specifically.

In a variety of athletic settings today, fundraising is a more evident and often sensationalized ritual. Just as little league sports teams sell candy bars or coupon books, big time college universities sell the “rights” to preferred seating, raise major gifts for stadium or arena renovations or even secure planned gift agreements to enable the long-term viability of the athletic programs. Fulks (1994) reported that 15% of revenues for NCAA Division I athletic programs are generated by alumni and private donors. Philanthropic giving and athletics have become so synonymous that most successful athletic directors are expected to be successful fundraisers in addition to their administrative responsibilities. Fundraising expectations are now outlined as a major component of the job description of athletic directors.

Past researchers have been slow trying to find motivations of athletic contributors. As past research suggests, absent a systematic approach to determining motivations for athletic supporters, professional fundraisers have relied more on trial-and-error techniques to identify the motivation of athletic supporters (Smith, 1989; Staurowsky, Parkhouse and Sachs (1996). Even sophisticated advancement offices at larger National Collegiate Athletics Association (NCAA) institutions face a dilemma – a large pool of their athletic constituents are graduates of one of the institution’s schools or colleges. This can create a natural environment of competing interests which can make the identification of potential supporters or the motivation of such supporters difficult.

Taking a cross section of this dilemma, researchers have begun to look at the larger, NCAA Division I institutions and their success on the football field or basketball

court and how that success impacts a variety of factors. Beginning research looked at athletic success as it related to anything from admissions applications (Pope & Pope, 2008; Mixon Jr., F., Treviño, L., & Minto, T., 2004) and the quality of those applicants (based on test scores) to alumni participation and giving (Baade & Sundberg, 1997; Daugherty & Stotlar, 2000). As research evolved or giving research instruments were further developed, more sophisticated techniques were utilized to determine donor motivation. This research has related back to institutions' needs for tight budgets as evidenced by current economies.

As research has focused on athletic success and philanthropic giving, many fundraising professionals have been under increasing magnification. While the cause/effect relationship of athletic success on many aspects of the higher education world has been studied, so too have the varying definitions of athletic success. This has been defined in terms of wins versus losses, winning percentage, team rankings, playoff or bowl appearances and even championships (conference or national) (Daughtrey & Stotlar, 2000; Tucker, 2004).

The majority of recent research has utilized the cause/effect relationship as it relates to success defined by the athletic world in general. A notable indicator of this is team rankings which are often determined by all of the variables already mentioned, but also takes into account some human element, such as votes by coaches or media. This is where there has been a separation in the research between the major, NCAA Division I (DI) and the NCAA Division II (DII) programs. While past research has utilized much more readily available rankings and win/loss information, information technology has closed the gap on the access to this information from DII institutions. An increase in

media exposure of DII schools has also allowed for more comparable coverage to their DI counterparts, which has meant more media and coach rankings based on increased exposure.

Prior research at the DI level has allowed for replication of research at the DII level. Because of a lack of information about the relationship between athletic success and philanthropic contributions at the DII level, this study will replicate studies done at the DI level and provide meaningful research for leaders in those settings. Ultimately, findings will allow for DII advancement and university leaders to make research-based decisions about staff or operational changes needed.

Theoretical Framework

Much research has explored the relationship between various forms of athletic success and those successes' subsequent impact on a variety of factors in higher education settings. Most notable among college and university administrators is a phenomenon called the "Flutie Factor," also referred to as the "Flutie Effect." The phenomenon carries the namesake of Doug Flutie, a former standout college football quarterback from Boston College who carried his team to a heroic victory over the University of Miami, the defending national champion, in a 1984 nationally televised game. Flutie was on his way to winning the Heisman Trophy, the award given to the most outstanding collegiate football player, as the game concluded with a play known as the "Hail Mary" which refers to a long forward pass, usually conducted as a last chance to score before the end of a half or the game. In this instance, the play, with the pass coming from Flutie, was successful and won the game for Boston College. Research following

this game showed admissions applications to Boston College jumping by 30 percent which gave way to the phenomenon (Ezarik, 2008).

Subsequent research has shown similar cause/effect relationships prior to and following this same game between Boston College and the University of Miami. This research defines athletic success as anything from winning percentage (Daughtrey & Stotlar 2000) to postseason appearances (Tucker, 2004) or from poll rankings (Tucker, 2004) to championships (Daughtrey & Stotlar 2000). These various definitions of success were determined by a variety of independent variables including: number of admissions applications; quality of applications (based on test scores); enrollment numbers; alumni giving and participation; or academic progress and graduation rates.

In all of these instances, research evaluated the phenomenon believed to have impacted higher education institutions. The concept is known by many administrators, but opinions on the research vary. While the concept is wide in theory, it will be focused in on with this study. Additionally, although the bulk of research on the phenomenon has taken place in larger, DI institutions, this study will expand the strategy to replicate studies that have shown to be successful at researching this topic.

Supplemental research on conceptual theories will aid in this study. Tucker (2004) introduced “Football Fever” or Substitute Theory. While exploring graduation rates of high-quality sports programs, the evaluation showed that institutions with evidence of athletic success showed negative correlations with graduation rates. Theoretically stating, there is a negative correlation with overall impacts on students between athletic success and academic performance.

Tucker (2004) also introduced “Football Chicken Soup” or Compliment Theory. Tucker explains an alternate to the substitute theory in that there was a positive and

significant relationship between a university's winning percentage and overall graduation rates. The ultimate case is the "social development process" which is enhanced as a result of the athletic successes which spills over into better academic performance and lesser rates of attrition.

Finally, Tucker (2004) illustrates Athletic Success Advertising Effect or Positive Externality. Athletic success can create a higher level of media exposure, publicity and advertising effects which can ultimately raise the profile of an institution. As the profile is increased, the likelihood of alumni giving and participation increasing is high.

Statement of the Problem

There is a lack of knowledge about the impact of the "Flutie Factor" on NCAA DII institutions. Mahony, Gladden and Funk (2003) simply stated there is very little research on fundraising in general, let alone research on athletic fundraising at the college level. While some research has been done at institutions of higher education and at the DII level more recently, it has not been done en masse and have only looked at a few variables. For example, the research done by Daughtrey and Stotlar (2000) looked at all divisions of NCAA athletic institutions below DI, but only looked at football championships and their impact on donations. This is a very specific and useful study, but also becoming slightly dated. This is especially true given advances in media coverage of DII schools and additional outlets for fans and alumni to gain access to games. A prime example of increased exposure is one website alone – www.d2football.com – which was created in 2000 for the sole purpose of publishing information, game recaps, live audio and video of games and even provides an online message board forum free to the public. Never before had one resource been available to the viewing public with a sole interest in

DII football. In more recent years, nationally syndicated television stations, such as ESPN, have begun to televise periodic, lower division sporting events and even high school events. The availability of all these outlets, in addition to aging or absent research, has driven this study.

With little relevant research available to DII administrators, they are confined to their own assumptions on the relevance of accessible data to their institution when making administrative and budgetary decisions. While research has been concentrated on various regions and “power” conferences in DI, no such concentration has been focused on at the DII level. A focus on such subsets allows researchers to focus on groups that are effective at what they do and variables that allow them to be successful. To make a full determination on whether these decisions can be translated to the lower divisions of the NCAA, further research would need to be done.

Purpose of the Study

The purpose of this study is to explore the “Flutie Factor” and philanthropic contributions to NCAA Division II football championship institutions from 1997-2010. This research will expound on a prior study conducted by Daughtrey and Stotlar (2000).

Research Questions

Quantitative

1. What are the summary statistics of the institutions of study?
2. What is the change of the average of years one, two and three prior-to, the year-of and the year-following a football championship in the following factors:

- a. Total cash donations
- b. Number of cash donors
- c. Total value of trade/in-kind donations
- d. Total number of trade/in-kind donors
- e. Total number of alumni donors
- f. Total number of non-alumni donors
- g. Total number of foundation donors
- h. Total number of corporate donors

Null Hypothesis (N^o): There is no significant difference between the “Flutie Factor” and philanthropic contributions to NCAA Division II institutions.

Qualitative

1. What ways, if any, does the chief development officer believe the number of staff and their responsibilities affect giving?
2. What differences exist between the chief development officer’s beliefs of the impact of the phenomenon and actual financial performance?
3. How does the chief development officer feel about the impact of a championship on their development efforts?

Assumption: Feelings and beliefs of the staff relate positively with increased donations as a result of a football championship.

Limitations

A limitation of this study was that it only focused on football championships in DII between the years of 1997 and 2010. A further limitation is that there were four instances of repeat champions within that span of time. The schools surveyed have varying enrollments and are located in cities of very different size and populations which is another limitation. Finally, each institution has different staff structures for securing philanthropic gifts.

Biases

A delimitation of the study was that the researcher attended and worked at a DII university and had a working knowledge of the impact a winning sports program had on that institution. While the results may have been coincidental, the researcher has an opinion that the phenomenon and the positive impact on philanthropic giving to the university were related.

Definition of Key Terms

The following terms are defined for the purposes of guiding and understanding the research. Understanding that there are many different interpretations of the following terms, the definitions below pertain specifically to their meaning within this study:

Administration – describes the management of either the institution or specifically, the athletic or advancement departments.

Advancement – a term used to describe the overall university or college office of development and alumni relations.

Alumna(e) – a female (or group of female) graduate(s) or former student(s) of an institution.

Alumnus – a male graduate or former student of an institution.

Alumni – a group of either male or female graduates or former students of an institution.

Charitable giving – a form of support for institutions. Also known as philanthropy.

Contributions – this term refers to various methods of support for institutional initiatives, including cash gifts, in-kind support, planned gifts or various alternative methods such as life insurance or alternative income options.

Cultivation – the process of developing a relationship with a potential donor with the expectation that as the relationship is developed, at some point they will be solicited for a contribution of some sort.

Development – a generic term used to describe fund raising activities. The terms development and fundraising can and are often used interchangeably.

Donor – an individual, corporation or foundation that provides financial support for and institution.

Endowment – a contribution of a large sum of money (a sum which varies by institution) which, when in tact, is invested and the proceeds of the investments are then awarded out. The form of the award can vary, including anything from scholarships to salaries.

Foundation – a non-profit organization established at an institution to garner philanthropic support and thus, support the institution's initiatives.

Fundraising – a process that includes identifying potential funders for university or college initiatives, cultivating those relationships, soliciting for contributions and ultimately, stewarding those relationships.

Fundraiser(s) – a term referring to hired professionals in an institutional setting charged to raise funds for the college or university initiatives.

Gifts in kind – describes support for an institution that is not in cash form. Instead of cash, this is a donation of goods or services.

Institution – term used interchangeably with college or university.

Philanthropy – an effort to improve human-kind, or specifically, education by supporting institutions with some form of financial or in-kind support. Also known as charitable giving.

Planned Gifts – refers to transfer of cash, equity or property in return for some tax deduction or cash receipt options, with the agreement that once the donors life culminates, the assets outlined in the agreement transfer in full to the institution.

Solicitation – the formal request of cash or other assets to support institutional initiatives.

Stewardship – a term referring to the development profession in which fundraisers properly thank and recognize donors to their institution with the objective of cultivating the relationship for possible future giving. This is also known as donor relations.

Summary

The purpose of this study is to explore the “Flutie Factor” phenomenon and philanthropic giving to NCAA DII institutions. Chapter one provides a background on

the topic and the need for the research. It also provides a theoretical framework of the topic, the statement of a problem and the purpose of the study. Research questions are outlined and a research hypothesis is given. Limitations and biases are presented and key terms are defined.

Chapter two begins with a historical review of the phenomenon, which includes various definitions of sports success and identified relationships to many variables pertaining to higher education settings. The history of philanthropic giving will also be explored. Foundations of giving will also be presented and serve as an outline for understanding the phenomenon further. Finally, the chapter will conclude with a review of omissions from previous research, helping to lay the ground work for this study.

Chapter three introduces the population of the study and explains the data collection and instrumentation methods. The purpose of the study and the guiding research questions are reviewed. Finally, the development of the survey instrument, analysis of the data and the survey methods are explored.

Chapter four presents the findings and further analyzes the data. The research questions guide the analysis of the data and supporting tables and graphs are illustrated to support the findings. Chapter five provides a final overview of the study as well as a discussion on the findings. The final limitations are discussed as are the researcher's conclusions on the findings and study. Recommendations are the final inclusion in this chapter as a summary of chapter five concludes the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to expand on the conceptual underpinnings introduced in Chapter One. This chapter will first provide a historical review of both philanthropy as well as the phenomenon the “Flutie Factor.” The chapter will then focus on the primary foundations of giving as literature relates to this study. Finally, there will be a brief review of omissions from previous, related literature.

Historical Review of Phenomenon

As long as intercollegiate sports have existed in higher education settings, the role athletic programs should play in academic settings has been debated. Pope and Pope (2009) wrote that funds generated by athletic programs can be used for anything from investment in building new athletic facilities or to improve a school’s library. Either can be cause for major disagreements. Pope and Pope point out that recently “the debate has become especially contentious as a result of widely publicized scandals involving student athletes and coaches and because of the increasing amount of resources schools must invest to remain competitive in today’s intercollegiate athletic environment” (p. 1).

These and others will continue to debate the true academic benefits, if any, in environments where college athletics are highly commercialized, profit seeking and entertainment driven. Contingents demote the theory that academia is privileged in such environments while proponents will suggest that scenarios such as these create revenue

streams that directly, and positively, impact the academic mission of institutions. Further still, Pope and Pope (2009) say “others suggest that athletics may act more as a complement than a substitute to a school’s academic mission because of a variety of indirect benefits generated by athletic programs such as student body unity, increased student body diversity, increased alumni donations and increased applications” (p. 1).

Further research on the topic explores whether successful athletic programs affect graduation rates (Tucker, 2004). Tucker outlines several research projects which study correlations between successful football programs and a variety of variables. Certain studies such as Shughart, Tollison and Goff (1986) suggest that success on the football field has a negative correlation to academic successes by faculty, suggesting faculty might be spending more time traveling to games instead of writing and being published. Others that Tucker describes, such as Mixon and Trevino (2002), suggest that there is a complimentary theory between football success and academia. Mixon and Trevino consider this a “football chicken soup” theory, where successful winning percentages of football teams correlate with higher overall graduation rates at institutions. These theorists suggest that the social benefit that comes along with extracurricular activities such as football games, helps to develop and spill over into a student’s academic performance and general social development process. This compliments Pope and Pope’s (2009) suggestion that successful athletic programs benefits students indirectly through a variety of social benefits.

Several research studies have, over time, parlayed findings into theories existing today, suggesting these same athletic successes have significant impact on alumni giving. Daughtrey and Stotlar (2000) and Sigelman and Carter (1979) used samples of Division I

institutions to conclude no significant associations between successful athletic performance (winning percentage and postseason games) and alumni giving. Results showed no effect on annual donations to universities. Further studies such as Brooker and Klastorin (1981) addressed weaknesses from previous studies to place institutions in homogeneous groups such as public/private, those of similar size with regard to population and alumni group, or those of religious or secular denomination. They studied major athletic conferences from 1963-1971 to conclude and report a positive relationship between both football winning percentage and bowl appearances with the percentage of alumni giving to these institutions. They also reported positive correlations between religious schools' win/loss record and end-of-season rankings with positive voluntary support.

Sigelman and Bookheimer (1983) studied the impact of a winning football team on university donations as well as donations specifically for athletic departments. They concluded that a winning football team correlated positively with donations to athletic departments but had no significant impact on general donations to the university. Gaski and Etzel (1984) further segmented their study by focusing on individual schools. Their study was conducted over a nine-year period for 99 universities. They found that in many instances a winning record reduced the amount of private donations received.

Coughlin and Erikson (1984, 1985) continued research by utilizing data from Sigelman and Brookheimer (1983) and further analyzed athletic success and its impact on athletic departments. They confirmed the findings from Sigelman and Brookheimer but took their research a step further to explore success as defined by game attendance, affiliations with certain "power" conferences, bowl participation, winning basketball

programs, overall state population and presence of professional sports competition nearby.

McCormick and Tinsley (1987) first studied and found a positive relationship between super conference membership and SAT scores. Later, these same researchers (McCormick & Tinsley, 1990) studied a cross-section of alumni giving data to Clemson University over a five year period to conclude that athletic success correlated positively with increases in both booster and general contributions. Specifically, they concluded that a 10% increase in donations to athletics correlated with a 5% increase in donations to academics or general contributions to the university.

Grimes and Chressanthis (1994) studied activity at Mississippi State University over a 30 year period of time within which the institution experienced sanctions by the NCAA. The study concluded that while NCAA sanctions for rules violations can have a negative impact on contribution levels, generally there is a positive impact on contributions to the university's general fund as a result of athletic success of the school's athletic programs. Specifically, the study researched the spillover effect of television exposure, especially if the game broadcasted was a victory, and the positive effect these exposures have on enhancing contributions to the university.

Tucker (1995) studied the correlation between all sources of university contributions with the final Associated Press (AP) rankings for both football and basketball at 55 major athletic universities over the 1989 academic year. He concluded that there was no significant impact on contributions relative to their final AP ranking. Baade and Sundberg (1996) used large populations of various sized institutions over two periods of time (1973-1974 and 1990-1991) to conclude that giving per alumnus depends

little on winning records, but does correlate positively with bowl or tournament appearances where general giving did rise at public universities within the study. Specifically, football bowl appearances were determinants of alumni donations at both private and public institutions.

Rhoads and Gerking (2000) studied universities that field both Division I football and basketball teams over the period of 1986-1987 to 1995-1996 to conclude that alumni donations to their institutions responds positively to football bowl appearances and basketball tournament appearances. Tucker (2004b) examined Propositions 48, 38-E and 16 on graduation rates of football players. He concluded that graduation rates prior to these propositions (1984-1985) were negative compared to the positive rates after reforms were implemented in 2001-2002.

These studies identify a variety of variables that previous research has explored. The independent variable most narrowly focused on in this study is football success. The dependent variables explored above range between graduation or alumni giving rates and number or quality of freshmen applicants at higher education institutions. While a number of studies have been outlined, a deeper look into all dependent variables will follow.

Success Measured

What is athletic success? Various researchers have explored athletic success as determined by overall winning percentages, which can mean anything from the winning percentage of an individual team or sport, to an overall percentage of the entire cadre of athletic teams at an institution. Another indicator of athletic success that has been

explored is that of attendance. This can be cumulative or average attendance numbers for either individual sports or again, for the full spectrum of teams fielded or for which attendance records are kept.

Yet another indicator of success researched is that of ticket sales. This can equate to sheer number of tickets sold per event to the price of tickets. Recent success stories related to intercollegiate athletics have shown spikes in ticket prices to react to an increased demand for tickets – capitalizing on an opportunity cost.

Perhaps the most accurate indicators of success as previously researched are those of appearances in bowls or tournaments in addition to final poll rankings which are published publically. As previously discussed, it is quite possible for a team to make a bowl or tournament without having a stellar winning percentage. Coughlin and Erikson (1984, 1985) explored attendance at games, bowl appearances and overall winning percentages as part of their studies. Sigelman and Brookheimer (1983), Baade and Sundberg (1996) and Rhoads and Gerking (2000) explored winning teams based on tournament or bowl appearances and their effect on contributions not only to athletics but also to the institutions, in general.

Control Variables

There are a variety of control variables that have been taken into account by researchers. A few as highlighted by Coughlin (1985) include institutional control variables defined by the size of the institution, public or private affiliation and the institutions' overall academic quality or reputation. Coughlin also introduced a number of environmental control variables. These include the ethical orientation of a particular

institution toward education and athletics, the tendency for a particular region to be a “hotbed” for college athletics, and the degree to which there is professional competition present in the region or vicinity, competing with or vying for fan interest.

Examples of historical studies exploring these variables are Brooker and Klastorin (1981) who looked at a variety of public and private institutions and the relationship and tendencies related to both athletics and academics. In addition, they also explored the relationship between these institutional control variables in relationship to a variety of environmental control variables including regional presence of other athletic teams.

Sigelman and Brookheimer (1983) explored the ethical orientation of an institution relative to private donations and Coughlin and Erikson (1984, 1985) expanded to include this data in addition to environmental controls of local professional sports teams present as well.

Athletic Donor Behavior

Despite the fact that numerous researchers have studied the impacts of athletic success on donors’ behavior in addition to other motivations for giving, some still conclude that donors have to be given a compelling reason to make a gift. As Coughlin and Erikson (1985) state, “Athletic success will likely increase potential contributions; however, the athletic department must find methods to insure the contributions are made” (p. 195). Moreover, the utility to the donor must be considered. This and evidence similar to it is vital for creating the most effective giving environments. The argument for Coughlin and Erikson (1985) and others is that great utility is provided to fans and donors alike as a result of athletic success regardless of whether they attend games in person or

follow their teams via various media outlets. Positive correlation's between giving and athletic winning percentages support the utility theory.

Other researchers have developed theories in researching donor behavior, modifying models used to analyze donor behaviors in other arenas such as political campaigns. In the simplest form, there is a natural tendency of individuals to associate with winners and distance from losers. These are known as the Bask in Reflected Glory (BIRG) and Cut Off Reflected Failure (CORF) theories (Cialdini, R., Borden, R., Thorne, A., Walker, M., Freeman, S., Sloan, L., 1976; Snyder, C.R., Lassegard, M., Ford, C.E., 1986). Both theories were first empirically explored in relation to sports fans. Since this first empirical research was conducted, the same theories have been researched within political realms with mixed results while others can still relate back to the original theoretical concepts.

Kimble and Cooper (1992) agree that fans attain a feeling of vicarious achievement simply through being fans. Adding to and building upon these findings, followers of successful teams maintained an overall perceived group performance in identifying with their team (Fisher & Wakefield, 1998). Overall, self management and personal self-image of individuals is built up by associating with winning teams and/or athletes.

In addition to individual association, theory of social influence tactics is also relevant. Self presentation can be generally described as being either direct or indirect (Cialdini, 1989). With direct self-presentation, people highlight aspects of their own experiences in order to look good (Jones & Pittman, 1982). An example might include a person introducing themselves with certain credentials, to emphasize a degree or

accreditation. With indirect self-presentation, people highlight mere connections with others in order to look good (Cialdini & Richardson, 1980). An example of indirect self-presentation are explored in various aforementioned theories, where individuals self associate with winning teams or athletes. In the latter case, social influence results from the connections made as the person attempts to conform, adopt attitudes, or engage in behaviors that are similar to the desired associate (Pratkanis, 2007).

Historical Review of Philanthropy

As Mahony et al. (2003) so simply put it, there is very little research on fundraising in general, let alone research on athletic fundraising at the college level. That said, however, there have been research tools created to try and deduce donor motives over time. This includes giving both to athletics but also to academics. In addition, research adds to the historical review of philanthropy by showing the changing dependence on private philanthropy, especially at public education institutions, but also relative to athletic departments at institutions all across the country.

Characteristics of Classifications

Since Mahony et al. (2003) writing, a myriad of research has provided evidence into the lack of research on fundraising (Kelly, 1997; Kelly 1991) and athletic fundraising (Campbell, 1997; Hall & Mahony 1997; Marciani, 1991; Steir, 1992; Walker, 1994). More recently, however, there has been a lot of recent activity in this field of research. One example is the formation of the Center on Philanthropy at Indiana University. It was created with the idea of bringing academics and practitioners together to grow the field of

philanthropy and today boasts some long withstanding studies on the field of philanthropy. The majority of research, however, still focuses on the field of donor behavior and, as originally intended, provides some insight into the field with the intent to professionalize the industry with grounded research.

While the Center on Philanthropy and other studies continue to develop, the next step has rarely been taken to research athletic donor behavior at the smaller school level. One rare instance in which smaller division schools were closely examined was in a study by Orszag and Orszag (2005) where several characteristics were identified of Division II schools relative to their Division I counterparts. The characteristics ranged anywhere from operating spending versus revenue to institutional support and its effects on athletics. For example, the authors identified characteristics that average operating spending and revenue generation are both significantly lower in Division II than in Division I while the percent of operational spending in athletics was not all that different between the two divisions with regard to institutional spending (2.7 percent for Division II vs. 3.0 percent for Division I). In addition, when exploring institutional support of Division II schools, the authors concluded that net operation deficits for Division II schools averaged a much smaller amount in terms of dollars than their Division I counterparts.

More specific to donor behavior and alumni support of institutions, Orszag and Orszag (2005) found there was no robust relationship between athletic spending and alumni giving, between athletic spending and average incoming SAT scores or between athletic spending and university's acceptance rate. Meanwhile, other studies have included little or no review of Division II schools. This is illustrated by Baade and

Sundenberg (1996) who studied the link between athletics and alumni giving, including a handful of Division II schools in the research data, but the results are not particular to those schools individually.

Voluntary Support of Higher Education

The Council for Aid to Education (CAE) is a national nonprofit organization based in New York City (cae.org). Initially established in 1952 to advance corporate support of education and to conduct policy research on higher education, today CAE is also focused on improving quality and access in higher education. In particular, CAE conducts research on private giving to education, through the annual Voluntary Support of Education (VSE) survey. CAE created a performance-based assessment model and developed direct measures of quality that all of the major stakeholders - university administrators, faculty, students, parents, employers, and policy makers - can use as part of their evaluation of academic programs.

CAE's Voluntary Support of Education (VSE) survey is the authoritative national source of information on private giving to higher education and private K-12, consistently capturing about 85 percent of the total voluntary support to colleges and universities in the United States. CAE has managed the survey as a public service for over 50 years. The most recent report, for the 2009 fiscal year, demonstrated that private contributions to America's higher education institutions declined by 11.9 percent to \$27.85 billion.

McEvoy (2005) indicated the most reliable data collected to study variables to predict fundraising contributions to Division I athletic programs are dated and thus,

conducted a study to review such data. Likewise, Pope and Pope (2009) identify strategy limitations to various studies within earlier literature and present a study to overcome those limitations. Caboni and Proper (2007) draw on all previous research, including the VSE study from 2006, to begin developing a better knowledge base to inform practitioners as well.

The evidence supports a lack of research available to practitioners and these recent studies show the need to make better data available to professional fundraisers. This included data pertaining not only to giving to academic institutions, but giving to athletics as well. While this need still heavily exists overall, the need also still remains, and is perhaps more urgent, in the smaller divisions of NCAA athletic institutions.

Foundations of Giving

There are a various foundations of giving that pertain not only to past research but also provide a linkage to the theoretical framework of this study. In particular, foundations will be examined as originally identified by Staurowsky et al. (1996), Mahony et al. (2003) and others. Foundations examined will include an overview of motivation, laying the groundwork for additional selection criteria. Certain criteria for giving will be explored, including curiosity, philanthropy, power, social, success and emotional. All of these will expound upon prior research. Each will provide some background pertaining to theoretical backgrounds on philanthropic giving.

Motivation

There is a great deal of research looking at motivations for giving and attempting to rationalize donor behaviors. At a very basic level, this is an attempt to understand the donor psyche and make more informed decisions with regard to donor interactions and requests for support. Ultimately, institutions are interested in this information as a basis for beginning to work more efficiently and having greater success with donors.

Staurowsky et al. (1996) suggest, “Whereas the relationship between intercollegiate athletics and fund raising is obvious, it is far less obvious who prospective donors to athletic programs are and what compels donors to give to these programs” (p. 263).

Staurowsky et al. (1996), Kelly (1991) and others have evaluated motives ranging from material benefits that come with giving – such as preferred seating, special parking, or select ticket options – to more social and emotional aspects of giving. Kelly specifically takes the approach to redefine the donor-recipient relationship. No longer is it an altruistic approach, where the donor simply supports a worthy cause out of the goodness of their heart, but today it is evermore about the motives of the donor as opposed to the institution. Contributions may instead reflect the wishes, desires and preferences of donors (Staurowsky et al., 1996).

Even more elaborative, Staurowsky et al. (1996) explain that “men have a tendency to give to their alma maters with the expectation that tradition will be preserved. Women, on the other hand, believe that their donations will change existing institutional structures” (p. 265). Researchers have begun exploring motives at an even deeper level. In this study, focus will be given to a broader definition of donor motives. Primary attention will be on five selection criteria from Staurowsky et al. (1996), including the

following factors: curiosity, philanthropy, social, success and power. A summary of each follows including additional research.

Curiosity

According to Staurowsky et al. (1996), curiosity relates to “an individual’s inherent interest in an event or topic” (p. 266). Alumni or non-alumni donors may merely be curious to know what an athletic program needs – in their own mind – to be successful. This need not be grounded in any theory or research, rather the potential donor may develop a curiosity to know more about and invest in what they believe is needed relative to their team’s possible success.

Philanthropy

As previously discussed, philanthropy may no longer be an altruistic motive to giving. In its basic sense, this refers to a donor’s desire to perform acts that others will benefit from and they will feel some sense of pride about. In many cases this will provide the donor a sense of self-worth he or she may have not found elsewhere. Most people today assume this is one of the motivational factors for individual giving. Examples may include an athletic donor feeling good about a scholarship he or she was able to provide to a needy student-athlete or helping to provide an athletic facility for their favorite team.

Power

Perhaps a more common foundation of giving, and somewhat contrary to the aforementioned philanthropic intent, is the motivation to give in order to exert power or

influence. According to Staurowsky et al. (1996), this factor is “characterized by opportunities for one person or group of people to exert influence and control over others” (p. 267). Of course this can be an unexpressed expectation of the donor or it could be a commonly communicated interest. This is not to say that the desire to exert control, communicated or not, is necessarily of malicious intent.

Social

As Staurowsky et al. (1996) point out, the social criteria is a “factor deriving from opportunities for social interaction and approval” (p. 267). This can include a donor trying to identify with a certain group of people or merely wanting to associate with an informally identified clique.

Success

Success can be identified in a number of ways. Staurowsky et al. (1996) began by identifying success as a contributing factor to donor motivation by exploring this as “connected to extrinsic rewards or outcomes associated with prestige and status” (p. 267). In other words, these authors believed that a donor may give as a belief that their gift may provide a positive impact or may improve the level of prestige for the program. Mahony et al. (2003) elaborated on specific criteria related to success. The authors studied varying levels of success, categorized them and examined the motivational importance of each. Those criteria included:

Tradition (Success I). In this category, Mahony, Gladden and Funk (2003) examined the importance of an institution’s tradition on motivation. This related to

tradition historically but also on the national image of an institution. Factors included the donor's perception that institution was well respected nationally, had a rich history and had a history of winning. Additional criteria had a broader focus on whether or not athletics was consistent in the way that it conducted business or whether the university does its best to field good teams.

Current Success (Success II). Mahony et al. (2003) evaluated the current level of success of an institution on motivational importance. This definition included not only wins within the program, but also the donor's perception of the university competing for league championships, having all-star players and even meeting the expectations of the donor's definition of success.

Future Success (Success III). Mahony et al. (2003) examined the "motivational importance of improving and promoting the athletic program and the University" (p. 11). Factors in this criteria included improving the quality of the athletic program as well as individual sports, improving the quality of non-revenue sports and providing educational opportunities for student-athletes. An overall image of the University from the donor's perspective was also analyzed.

Community Pride (Success IV). Finally, Mahony et al. (2003) examined the "motivational importance of the impact of the team on image and success of the community" (p. 11). Criteria within this category dealt with the university athletic programs and the perception they provided a rally point for the community. Additionally, that authors analyzed the impact athletics had on elevating the image of the community in order to promote the image of the city or town.

Emotional

Stemming from ongoing research by Mahony et al. (2003) and expanding on prior research analyzed by the authors, additional findings were broached. One of those additional factors discovered while examining athletic donors was a conceptual foundation termed emotional. In essence, this factor dealt with the idea of nostalgia and that donors grouped with similar interests showed a natural tendency to have an emotional tie to the university and it was an important factor in their giving to athletics.

Psychological

The final foundation of giving to be analyzed comes from recent research conducted by Mahony et al. (2003) and is also a result of analysis of prior research. This factor was a result of an identified commitment on the part of donors to the primary university team they associated with. The study found that the “psychological commitment to the team was highly predictive of various college sport fan behaviors” (p. 11). Specifically, this factor included the donor’s resistance to changing loyalties despite their friends rooting for other teams, an expressed difficulty in changing allegiances to another team or even the fact that nothing would change their allegiance. Additionally, the psychological factor identified donors as desiring to watch their favorite sport team regardless of who they were playing and further, their support of the team or sport regardless of whether or not they employed a head coach they did not like.

Omissions in Previous Research

A few specific gaps in previous research will be explored in transition to the formation of this study and its framework. Four basic areas of omission will be below and all are succinctly summarized by Baade and Sundberg (1996). Each omission will be discussed individually with foresight toward structure of this study.

One omission can simply be explained by Baade and Sundberg (1996) as an omission of other explanatory variables. When looking specifically at athletic success relative to alumni giving, other important variables were omitted from the research. For example, an institution could very well excel academically in addition to athletically, but without an identification of academic quality as its own independent variable, the research pertaining to athletic quality would capture data pertaining to success in both arenas. This is just one example of a scenario where other explanatory variables might have affected the research or merely been omitted.

Another example could be defined as an omission of research explaining the interaction between elements. In this example, Baade and Sundberg (1996) explain that there are multiple elements within an institution's culture which play into the whether or not an alumnus supports his or her alma mater. The authors suggest that these elements be explored independently or at minimum, researchers explore the interaction between these elements.

Yet another omission, or a miscalculation, is that prior research has focused on the effect athletic success has had on gifts from alumni to the athletic department. To be more accurate, the research might consider that such contributions might take the place of support that might otherwise have been unrestricted. The authors (Baade & Sundberg,

1996) thus suggest both restricted and unrestricted giving be taken into account to accurately reflect support to the institution as a result of athletic success.

Finally, Baade and Sundberg (1996) emphasize what has already been discussed – that such a large amount of research focuses on Division I institutions and the alumni giving practices at that level. As noted, there is substantial spending (Orszag and Orszag, 2005) and giving at other institutional levels and Baade and Sundberg suggest that other colleges and universities be adequately researched for correlations between alumni giving and athletic success. This would include a broader sample of institutions, which includes not only Division II but other classifications of athletic institutions as well.

Summary

This review of literature on athletic donor behavior provided insight into the motivation of athletic donors and some overall history on philanthropy. This chapter expanded on literature presented and evaluated as it relates to the conceptual underpinnings of this study. There is a variety of studies, including data collection structures, that have added to this research. The majority of this prior research, however, focused on large Division I schools. This gets to the heart of this study to connect this study to the Division II level and add these successful research techniques to institutions of that size.

As explained in Chapter 1, the benefit of this study is to assist development professionals at DII institutions to become better fundraisers. Additionally, this will assist administration with validating the expense of fielding competitive sports teams. This historical review provides credence to the phenomenon the “Flutie Factor,” providing

additional context to build upon regarding a historical review of the phenomena, a historical review of philanthropy and an exploration of the foundations of giving. Finally, omissions from previous literature were reviewed and presented.

Chapter 3 outlines the research design used in this study and the methodology for such structure. Included in the chapter will be research questions which guided the study and the overall outline and structure of the study is presented and discussed.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

The focus of this study was to determine the effect of athletic success, specifically football championships, on philanthropic support to National Collegiate Athletic Association (NCAA) Division II (DII) institutions. Success is referred to as the “Flutie Factor” and this is the guiding phenomena. This chapter addresses the design of the study and the methodology utilized in its design. Included will be the problem statement and research questions. Additionally, the population of the study, data collection and data analysis methods will be discussed and summarized.

Design for the Study

The design of this study was mixed method in nature, analyzing giving trends of schools with championship football programs. This section will address the problem statement, purpose of the study and guiding research questions. This study was, in part, a replication in design, but modifications were made to the original structure to fit the guiding questions for this study. Additionally, it was structured such that it can be further replicated or enhanced to address other settings or further the evidence base.

Problem Statement

There is a lack of knowledge about the impact of the “Flutie Factor” on NCAA DII institutions. While some research has been done at the DII level, it has not been done en masse and has only looked at a few variables. Research done by Daughtrey and Stotlar (2000) is a comparable study looking at this phenomenon and its impact on a number of variables throughout higher education institutions. The Daughtrey and Stotlar study looked at all level of institutions below DI, including DII, DIII and NAIA, and evaluated the impact those championships had on philanthropic donations in addition to a number of other financial variables. Data were only captured over a decade of time spanning from 1987 to 1996. This is a very specific and useful study, but one of few. With a relative abundance of data available to DI administrators on this and similar topics, they are able to make calculated and well informed decisions with regard to budgeting and planning for success. Given there is a lack of similar data available to DII administrators, they are confined to research from the DI level or merely their own assumptions when making the same administrative and budgetary decisions as their DI counterparts.

Prior research on the DI level has also been concentrated on various regions and “power” conferences, but no such concentration has been focused on at the DII level prior to Daughtrey and Stotlar (2000) evaluating institutions with a football championship. A focus on such subsets allows researchers to identify groups that are effective at what they do and variables or phenomena that allow them to be successful. To make a full determination on whether these decisions can be translated to the lower divisions of the NCAA, further research needs to be conducted. Additionally, new

research can enhance the findings of Daughtrey and Stotlar and build on the evidence base of this phenomena.

Purpose of the Study

The purpose of this study was to explore the relationship between the “Flutie Factor” and philanthropic contributions to NCAA Division II football championship institutions. This study expanded on the findings of Daughtrey and Stotlar (2000) while adding to the data collected.

Research Questions

Within the context of this study, the following research questions were addressed:

Quantitative

1. What are the summary statistics of the institutions of study?
2. What is the change of the average of years one, two and three prior-to, the year-of and the year-following a football championship in the following factors:
 - a. Total cash donations
 - b. Number of cash donors
 - c. Total value of trade/in-kind donations
 - d. Total number of trade/in-kind donors
 - e. Total number of alumni donors
 - f. Total number of non-alumni donors
 - g. Total number of foundation donors
 - h. Total number of corporate donors

Null Hypothesis (N^o): There is no significant difference between the “Flutie Factor” and philanthropic contributions to NCAA Division II institutions.

Qualitative

1. What ways, if any, does the chief development officer believe the number of staff and their responsibilities affect giving?
2. What differences exist between the chief development officer’s beliefs of the impact of the phenomenon and actual financial performance?
3. How does the chief development officer feel about the impact of a championship on their development efforts?

Assumption: Feelings and beliefs of the staff relate positively with increased donations as a result of a football championship.

Survey Research Strategies

As a method of building on limited research already conducted, a survey instrument designed and utilized by Daughtrey and Stotlar (2000) was modified for this study. Permission was granted to modify and use this tool by Daughtrey by phone (March 23, 2009). The premise of this study was very similar in principle to the Daughtrey and Stotlar study; however, it focused on a narrower overall audience. It did evaluate giving trends to DII institutions of championship football programs, but the tool was expanded to include additional quantitative and qualitative assessments, in an effort to better address the research questions of this study and the limitations of the Daughtrey and Stotlar study.

In addition to expanded assessments, additional strategy included building upon the Daughtrey and Stotlar (2000) study, providing another 14 years of survey data. The rationale behind this strategy is that overall media exposure for DII athletics and specifically football competitions has increased immensely in the past decade. Not only are more games being televised in recent years but online resources provide access like never before. The purpose is to evaluate any significant changes in trends from the Daughtrey and Stotlar study as a possible result of these increased activities.

Data Analysis Method

Data were analyzed using the concurrent triangulation strategy (Creswell, 2003). Both the quantitative and qualitative methods of research were conducted in a manner which allowed for cross-validation and corroboration of multiple data sets. Because the sample population was rather small, this method allowed for affirmation of findings and ensured their significance while offsetting the limitations that would have existed with either a qualitative or quantitative study conducted independently.

Limitations and Delimitations

This research model itself has a number of limitations. Of note, the study was comprised by analyzing two different forms of data. Additionally, this model integrates a great deal of interpretation by the researcher, some of which is expected to interpret discrepancies in data. Creswell (2003) points out that “it requires great effort and expertise to adequately study a phenomena with two separate methods” (p. 217).

Aside from the research model, additional limitations existed with this study. Analysis was only conducted on DII institutions and only in the sport of football. Further, the study was conducted analyzing champions over a 14 year period of time but that only resulted in seven unique institutions of study.

There were several delimitations of this study. To begin, only a small number of variables were utilized within the study, much like the Daughtrey and Stotlar (2000) study. Although some variables were added in this study, there were still a number of other variables that could have been evaluated. Additionally, there was still a lack of research on this topic as Daughtrey and Stotlar experienced. Finally and perhaps of most importance, the researcher has a working knowledge of athletic fundraising and worked for a DII institution following two football championships and a number of winning seasons. This working knowledge of the researcher serves as an important delimitation as well.

Data Source

Data were collected from NCAA Division II institutions that won football championships throughout the 14 years spanning from 1997-2010. From these 14 champions there were seven unique institutions represented. Universities under study were located in the Midwest (4), Southeast (2) and Rocky Mountain (1) regions of the United States. Student selection criteria of the individual institutions were not measured as a part of this study so there was no comparison of student representation within the data source. There were no comparisons made other than the focus on quantitative and qualitative fundraising questions at these institutions.

Population and Sample

The target population was the highest ranking or chief development (fundraising) officer within the respective institutions sampled. The contact names and information were found online through the institutional websites. There was no change in the target population over the course of this study. The highest ranking staff member was chosen in an interest to secure all of the data requested through the survey but also to accurately capture staff changes in the department over the frame of time the data were collected.

Each participant received a letter requesting their participation (Appendix A) in addition to an informed consent form (Appendix B). Following that letter the researcher contacted all participants to arrange for an interview time. All participants received the qualitative and quantitative questionnaires (Appendix C) prior to the arranged interviews. Because of the distance between the selected participants, phone interviews were the preferred method of collecting responses for the qualitative portion of the study. As desired, the participant had the opportunity of choosing to provide the quantitative responses during the phone interview as well; otherwise, quantitative data were requested to be sent back to the interviewer.

The sample of seven institutions over the 14 year span of this study was chosen as a continuation of prior research conducted by Daughtrey and Stotlar (2000). The authors concluded their research in 1997 so this study was a continuation, analyzing data from institutions most recently champions in football. In this sample, there were three instances of an institution winning in back-to-back years and four of the institutions won more than one championship over that period of time.

Data Collection and Instrumentation

This section will provide an overview of the survey instrument design and collection methods.

Survey Instrument Design

The instrument selected for this study was a modification of an instrument used by Daughtrey and Stotlar (2000). This survey instrument was chosen because of the researcher's intent to replicate the Daughtrey and Stotlar study and add to their research base. The overall focus of the studies align well with the exception that the Daughtrey and Stotlar study was broader in scope and focused on additional variables.

Quantitative Questionnaire

The quantitative questionnaire (Appendix C) asked questions regarding specific fundraising goals and objectives of each institution. Additionally, each survey focused on a three year period of data collection prior to the championship year in addition to the year of and year after the championship. This span of data allowed for a trend analysis. The questionnaire was pre-populated with the years in which data were needed in order to avoid confusion. There were nine categories of data requested, including the total: (a) cash donations, (b) number of cash donors, (c) value of trade/in-kind donations, (d) number of trade/in-kind donors, (e) number of alumni donors, (f) number of non-alumni donors, (g) number of foundation donors and (h) number of corporate donors. Finally, the questionnaire provided an explanation of the various types of data requested in a further attempt to avoid confusion and ensure comparability between data sets.

Qualitative Questionnaire

The qualitative questionnaire was based upon the Daughtrey and Stotlar (2000) model but expanded to better address the research questions of this study. Guiding questions included a focus on the number of staff dedicated to fundraising and alumni activities, both in advance of and following the championship. Others included open-ended questions to glean a perspective related to fundraising success as a result of the football championship(s).

Ensuring Validity, Reliability and Trustworthiness

This section will discuss processes the researcher implemented to ensure the validity, reliability and trustworthiness of the data collected and findings presented.

Face and Content Validity

Several steps were taken to ensure face and content validity in this study. To begin with, a process of member checking took place. Member checking is a process of allowing the informant to check the validity of the data captured throughout the evaluation process (Creswell, 2003). Additionally, peer-examination, or peer debriefing (Creswell) took place to provide an additional perspective into the validity of the research. This allowed the researcher to further enhance the accuracy of the account by engaging a third-party peer to review and ask questions relative to the qualitative portion of the study. These were peers unfamiliar with and unbiased by the research project. Finally, research bias was disclosed to ensure additional validity.

Reliability

Given that this study secured a great deal of qualitative data, there were several methods implemented to ensure the reliability of these data. Some of this evaluation included the conversion of qualitative data to outputs more quantitative in nature. For example, the study explored the findings for outliers, as normally it does, where findings were captured quantitatively. Finally, the IRB process of informed consent implemented as a process of ensuring reliability.

Trustworthiness

Data are considered most trustworthy when certain steps have been followed to ensure the study is sound and has utilized a series of techniques to ensure proper credence (Creswell, 2003; Merriam, 1998). To ensure the trustworthiness of findings in this study, a number of strategies were followed: researcher disclosure, triangulation of data, member checking, peer debriefing and establishing an audit trail.

Researcher disclosure

According to Creswell (2003), a researcher's role, especially in a study incorporating a qualitative technique, "necessitates the identification of personal values, assumptions and biases at the outset of the study" (p. 200). The researcher must reflect on his or her role in the research as well as "his or her personal biography and how it shapes the study" (p. 182). In this study, the researcher works in development and has previously worked in a higher education setting working specifically with athletic development and fundraising. This field of work is of particular interest to the researcher and is something he enjoys. Additionally, the researcher desires to know and learn more about donor

motivation for making philanthropic gifts and that desire was a reason for this study. Simply, the researcher strove to discover accurate and meaningful findings to build on existing data but also to be more educated within the development profession. This research was also a part of the researcher's continuing education.

There is also a level of researcher bias to be disclosed. The researcher had his own assumptions prior to the study; however, it was important to him that the bias be disclosed and an effort to perform the study in an unbiased manner was upheld. As Creswell (2003) illustrates, "the investigator's contribution to the research setting can be useful and positive rather than detrimental" (p. 200). The researcher took this perspective throughout the study despite his own biases but also, the researcher utilized a research instrument that expanded on prior research which limited the variation from prior findings and inclusion of researcher biases.

The research was also conducted with the understanding that it is not entirely possible to remove all prior-held views and perspectives when concluding the process. The disclosure was an attempt to outline what biases did exist but also the methods by which the researcher attempted to uphold the validity of the overall research project. The researcher took the approach that his views would aid in the structure of this study and his collection and evaluation of data.

Triangulation of data.

Triangulation of data is collection of data using several methods within the overall research design. Creswell (2003) and Merriam (1998) identify the use of many sources as a way of increasing the trustworthiness of the study. In this study, the researcher achieves triangulation by evaluating interview transcripts with existing research in the review of

literature as well as completing the process of member checking. Further, the triangulation of data was compared with the quantitative data collected as an additional process of validation and trustworthiness.

Member checking.

Member checking is a method of the informant ensuring the truth and accuracy of the findings (Creswell, 2003; Merriam, 1998). In this study, the informants were provided the findings as collected by the researcher in an attempt to ensure accuracy and value of the data. Informants received a letter in addition to the transcript from their interview and were able to provide feedback on the results (Appendix D). This process helped provide descriptive detail to the qualitative process.

Peer debriefing.

A research peer, experienced in qualitative research, served as a peer examiner of this research project. While this peer debriefer (Creswell, 2003) was familiar with qualitative research, he was not familiar with this study or the focus of it. Through this debriefing the peer reviewed the structure of the study and asked questions of the researcher with the purpose of ensuring the study and subsequent findings would resonate with people other than the researcher.

Establishing an audit trail.

The creation of a trail of research is done in order to further ensure trustworthiness. Creswell (2003) suggests an external auditor, much like a financial auditor, to review the study. Separately from the peer debriefer, this person has no knowledge of the research and can provide an assessment of the study from an outsider's perspective. Merriam (1998), conversely, recommends an audit trail which includes

details for how data were collected, the devices with which they were collected and how analyses were conducted. This is the type of audit trail created throughout this study, expanding on the trail created by the Daughtrey and Stotlar (2000) study. The trail includes participation request (Appendix A), consent forms (Appendix B), the questionnaires (Appendix C) and the member checking form (Appendix D).

Data Analysis

The researcher utilized a chi-square test for independence (CHI) to test the independence of giving to DII institutions in the years leading up to, during and following their football championship. The independent variable was the championship time frame surrounding the championship. The dependent variables were the specific data categories.

For the qualitative data collected, each interview was recorded and transcribed. The transcriptions were analyzed by the researcher to look for common themes and a reflection on the overall meaning behind the interviewee's words. Heeding the advice of Merriam (1998), the researcher performed data collection and analysis simultaneously. More formally, a coding process began, analyzing common terms, themes and phrases so that the information could be easily retrieved (Creswell, 2003; Merriam, 1998). Following the coding and completion of the interviews, a process to construct overall themes took place. Finally, theories were developed based on the process of coding and aligning findings with themes created.

A triangulation process proceeded to evaluate the many types of data collected, comparing to historical research and applying to theories outlined in prior studies by

Daughtrey & Stotlar (2000). The themes and overall data analysis are presented and discussed in more detail in Chapter 4. Finally, the researcher did make interpretations of the data over the course of the collection process but those were validated in the member checking process and are explored in more detail in the following chapters.

Summary

This chapter provided the design of this study in determining the effect of athletic success in the way of national championships in NCAA Division II football on philanthropic support to the institution. The design of the study was outlined to include the problem statement, purpose of the study, survey strategies, analysis method and the limitations and delimitations. The data source, population and sample were explained. The data collection and instrumentation techniques were discussed and the validity, reliability and trustworthiness of the study were explored. Finally, the data analysis was detailed in advance of the explanations to come in chapters 4 and 5.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to explore the phenomena of the “Flutie Factor” and its impact on philanthropic giving to Division II football championship institutions. This study focused on mixed method research gathered by championship institutions over the 14 years of study. This chapter presents the participants, study methods, findings and analysis.

Participants

Requests were submitted to the highest ranking development professional at each of the institutions studied. For two of the institutions, the highest ranking officer enlisted the support of a senior development staff member to participate in the interview. Of the 14 years of study, there were seven unique institutions represented as championship institutions; thus, seven unique interviews were conducted. These interviewees were also provided the quantitative questionnaire to collect giving data. Overall presentation of participant data was by championship incident.

To maintain confidentiality for interview participants and ensure their trustworthiness of study in openly sharing dialogue on the topic, each was informed of the researchers attention to this and intent to code each respondent in the presentation of findings. Therefore, each professional’s findings will be presented as P1, P2, P3, P4, P5,

P6 and P7. Of the seven participants, six were male and their tenures ranged from eight months to 15 years at the institution.

Data and Methods

A concurrent triangulation strategy (Creswell, 2003) was utilized in gathering data. Analyses of data are presented in Chapter 4 with regard to each research question. Data are presented by type (qualitative or quantitative) relative to research question but are later presented through the concurrent triangulation strategy “in an attempt to confirm, cross-validate, or corroborate findings within the study” (Creswell, p. 217).

Transcripts from each individual interview were analyzed and coded to identify common themes. These themes, or categories, were identified in an attempt to address the research questions of the study (Creswell, 2003; Merriam, 1998). Concurrently, the quantitative giving data were also analyzed in an attempt to address the quantitative research questions. As Creswell (2003) recommended, the priority of the two methods was held equal throughout. Once both types of data were evaluated, the triangulation took place in an attempt provide interpretation, either “strengthen(ing) the knowledge claims of the study or explain(ing) any lack of convergence that may result” (Creswell, p. 217).

Findings and Analysis

Research findings are presented by method of research question. The first findings presented are related to the two quantitative research questions explored in this study. The final set of findings presented is from the three qualitative research questions explored. An overall analysis of data is also presented.

Quantitative Research Questions

The findings and analysis below will primarily present data on the two quantitative research questions which includes overall summary statistics as well as eight components of giving trends at each championship institution. If relevant to the presentation of findings, qualitative data captured during interviews may be presented on the quantitative findings to provide a complete analysis of the data. It is important to note that data were presented and referred to by both the institution and that institution's incident(s), or championship(s). These terms can and should be assumed to be presented interchangeably.

Quantitative Question One

Quantitative research question one was, *What are the summary statistics of the institutions of study?* Over the 14 years of this study, there were seven unique championship institutions. Of those seven unique institutions, four were repeat champions. Of those four, one institution won four championships, one won three and two won two championships. Of the seven interview participants for each institution, six were male with one female and their tenures ranged from eight months to 15 years at the institution. Four participants were not at the institution of study during their championship year(s). Table 1 shows summary statistics for each of the eight quantitative questions collected.

Table 1 – Summary statistics for quantitative research questions

	Total Cash Donations	# of Cash Donors	Value of In-Kind	# of In-Kind Donors	# of Alumni Donors	# of Non-Alumni Donors	# of Foundation Donors	# of Corporate Donors
Sum	\$493,953,635	723,659	\$22,170,493	4,396	242,499	466,959	2,610	27,465
Average	\$7,056,481	10,338	\$492,678	68	3,464	6,671	46	392
Median	\$6,102,452	5,909	\$120,040	50	3,108	1,703	32	456
Max	\$18,515,000	25,622	\$4,319,807	183	10,276	22,927	220	608
Min	\$616,346	1,180	\$5,258	2	533	204	8	133

Minimum statistics include the lowest reported figures for each question. It excludes unreported numbers. There were four institutions that did not report in various categories. Of the four institutions whose questionnaires were incomplete, three of them did not respond to either the value of in-kind donations or the number of in-kind donors. The additional institution and one other were unresponsive on the question of the number of foundation donors.

Quantitative Question Two

Quantitative research question two was, *What is the change of the average of years one, two and three prior to, the year of and the year-following a football championship in the following factors?*

Total cash donations. All seven institutions completed the questionnaire to indicate their total cash donations at three different times: (a) the three years prior to their football championship, (b) the year of their football championship, and (c) the year following their football championship. Figure 1 shows the reporting of total cash donation for each

three reporting segments by institutional championship throughout the years of study. As findings are presented, institutions with multiple championships will be referred to by championship incident, as illustrated in Figure 1. Additionally, Table 1 shows the percent change in cash donations between: (a) the three years prior to the championship compared to the year of the championship; (b) the year of the championship compared to the year following the championship; and (c) the three years prior to the championship compared to the year following the championship.

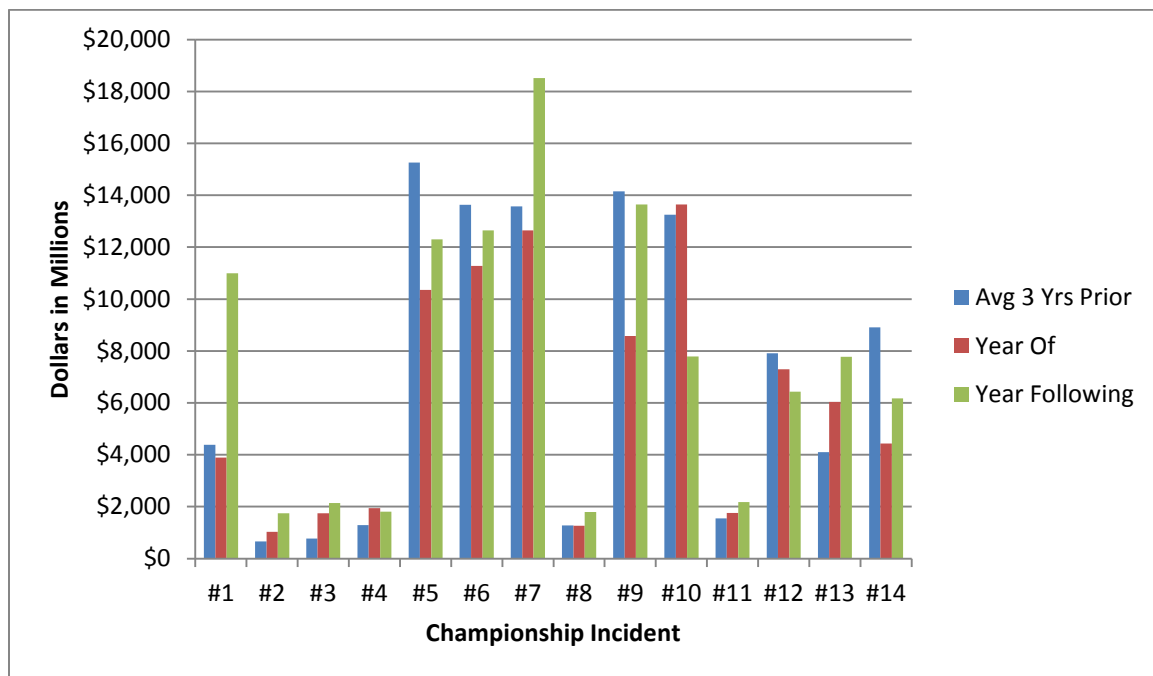


Figure 1 - Total Cash Donations

As Figure 1 shows, three institutions experienced a decline in total cash donations following the championship year. Of the remaining 11 that experienced an increase, the total cash donations the year of the championship declined from the average of the three years prior at eight of those 11 institutions. As Table 1 presents, in each year of study, the change in funding support was statistically significant given the CHI test, whether the

change in funding was positive or negative. The findings indicate all 14 institutions would reject the null hypothesis.

Table 1 - Chi Square, Total Cash Donations

Incident	P-Value	% Change Years prior – Year of	% Change Year of – Year following	% Change Years prior – Year following
#1	<.0001	-11.38%	183.11%	150.89%
#2	<.0001	56.52%	68.64%	163.94%
#3	<.0001	126.53%	33.68%	177.89%
#4	<.0001	50.97%	-7.04%	40.34%
#5	<.0001	-32.18%	18.78%	-19.44%
#6	<.0001	-17.24%	12.16%	-7.18
#7	<.0001	-6.76%	46.39%	36.49%
#8	<.0001	-0.94%	41.73%	40.41%
#9	<.0001	-39.34%	59.04%	-3.52%
#10	<.0001	3.02%	-42.99%	-41.27%
#11	<.0001	13.74%	23.60%	40.58%
#12	<.0001	-7.74%	-11.79%	-18.62%
#13	<.0001	47.04%	28.89%	89.52%
#14	<.0001	-50.27%	39.16%	-30.80%

Significance = <.05

Number of cash donors. Of the 14 incidents of data analyzed, nine of those incidents expressed a decrease in the number of cash donors in the year following a championship in comparison to the average of the three years prior to the championship. In four of those instances, despite the decline between years prior and years following, the number of donors from the year of to the year following championship either increased or stayed flat (institutions 1, 7, 10 and 13). This is illustrated in Figure 2.

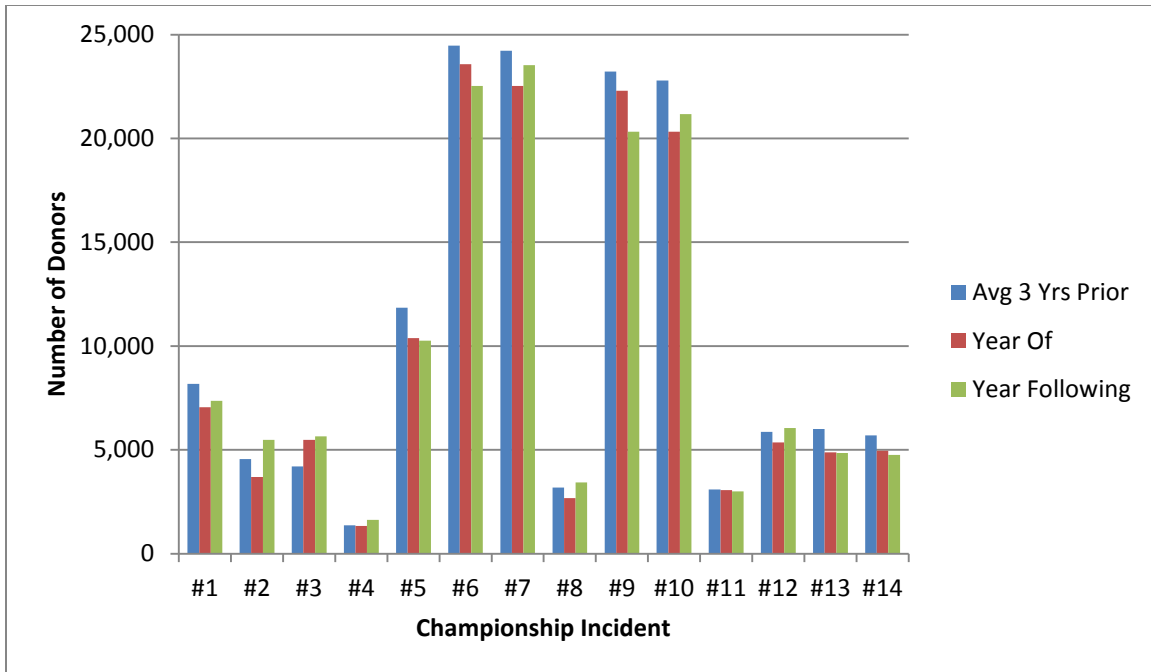


Figure 2 - Total number of cash donors

Table 2 illustrates the CHI test by incident. All institutions reporting showed statistical significance except for institution 11. Figure 2 highlights the CHI test results for each institution which shows the low level of significance for institution 11. Of the 14 institutions, findings suggest 13 rejected the null hypothesis and one failed to rejected the null hypothesis.

Table 2 - Chi Square, Total number of cash donors

Incident	P-Value	% Change Years prior – Year of	% Change Year of – Year following	% Change Years prior – Year following
#1	<.0001	-15.90%	4.09%	-10.04%
#2	<.0001	-23.23%	32.47%	20.17%
#3	<.0001	23.37%	3.13%	34.71%
#4	<.0001	-2.60%	17.97%	18.82%
#5	<.0001	-14.10%	-1.26%	-13.45%
#6	<.0001	-3.75%	-4.66%	-7.90%
#7	<.0001	-7.48%	4.25%	-2.84%
#8	<.0001	-18.82%	21.99%	7.89%
#9	<.0001	-4.10%	-9.74%	-12.46%
#10	<.0001	-12.14%	4.02%	-7.09%
#11	0.4843	-1.42%	-1.70%	-3.05%
#12	<.0001	-9.39%	11.34%	3.11%
#13	<.0001	-23.07%	-0.62%	-19.25%
#14	<.0001	-14.76%	-4.09%	-16.29%

Significance = <.05

Total value of trade/in-kind donations. Of the 14 incidents of study, five incidents failed to provide data on the value of trade or in-kind donations to the institution. Of those reporting, all showed statistical significance as illustrated in Table 3. As presented in Figure 3, however, large fluctuations of in-kind giving were reported. Information gathered during individual interviews sheds some light on the fluctuation. For instance, Institution 8 went through a \$10 million building plan on campus that accounted for some of this large amount years prior to the championship.

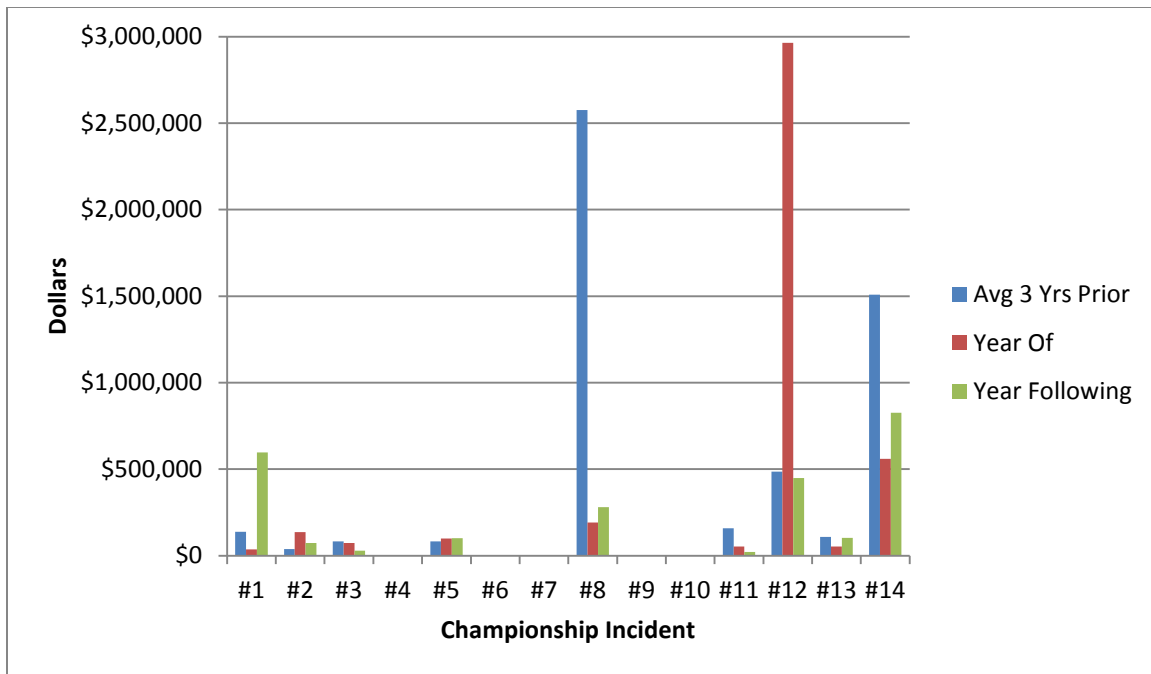


Figure 3 - Total value of in-kind donations

Institution 12 completed a \$6.5 million project, unrelated to football, the year of its championship which played a factor in the large fluctuation for that institution in its championship year. Institution 14 was one of the institutions of study with multiple championships; therefore, the data illustrated in Figure 3 for Institution 14 takes some prior data into account with the three years prior average. This slightly skews the numbers but is worthwhile to consider as there are large fluctuations in those numbers as well.

While Table 3 illustrates each institution reporting in-kind donations and displays significant fluctuations, not all fluctuations were positive. Of the nine reporting institutions, five reported an increase of in-kind donations the year following the championship. One additional institution, although not reporting an increase in the year following the championship, displayed an increased amount in comparison to the three years prior. In sum, 6 of the nine reporting displayed a positive trend line for in-kind

gifts. Added to the two institutions that had large spikes of in-kind donations due to building projects, skewing the trend lines slightly, that leaves one institution (incident #3) that had the slightest of declines in the year of and the year following their championships. Of the nine reporting institutions, findings suggest all nine rejected the null hypothesis.

Table 3 - Chi Square, Total value of in-kind donations

Incident	P-Value	% Change Years prior – Year of	% Change Year of – Year following	% Change Years prior – Year following
#1	<.0001	-278.19%	93.85%	330.10%
#2	<.0001	72.09%	-86.71%	91.87%
#3	<.0001	-14.35%	-159.44%	-66.29%
#4	-	-	-	-
#5	<.0001	17.31%	2.37%	23.87%
#6	-	-	-	-
#7	-	-	-	-
#8	<.0001	-1242.62%	31.44%	-89.14%
#9	-	-	-	-
#10	-	-	-	-
#11	<.0001	-205.54%	-151.40%	-86.98%
#12	<.0001	83.63%	-561.08%	-7.60%
#13	<.0001	-103.66%	48.50%	-4.66%
#14	<.0001	-169.68%	32.27%	-45.25%

Significance = <.05

Total number of trade/in-kind donors. As illustrated in Figure 4, eight of the 13 reporting institutions displayed an increase of in-kind donors to their institutions compared to the average of the three years prior. Those same institutions, as demonstrated in Table 4, showed a high degree of significance relative to that increase with the exception of institutions 3, 5 and 13. Although each of these three showed

increases, they were not statistically significant increases. One institution (12) displayed a decrease in the year following that did not prove to be statistically significant.

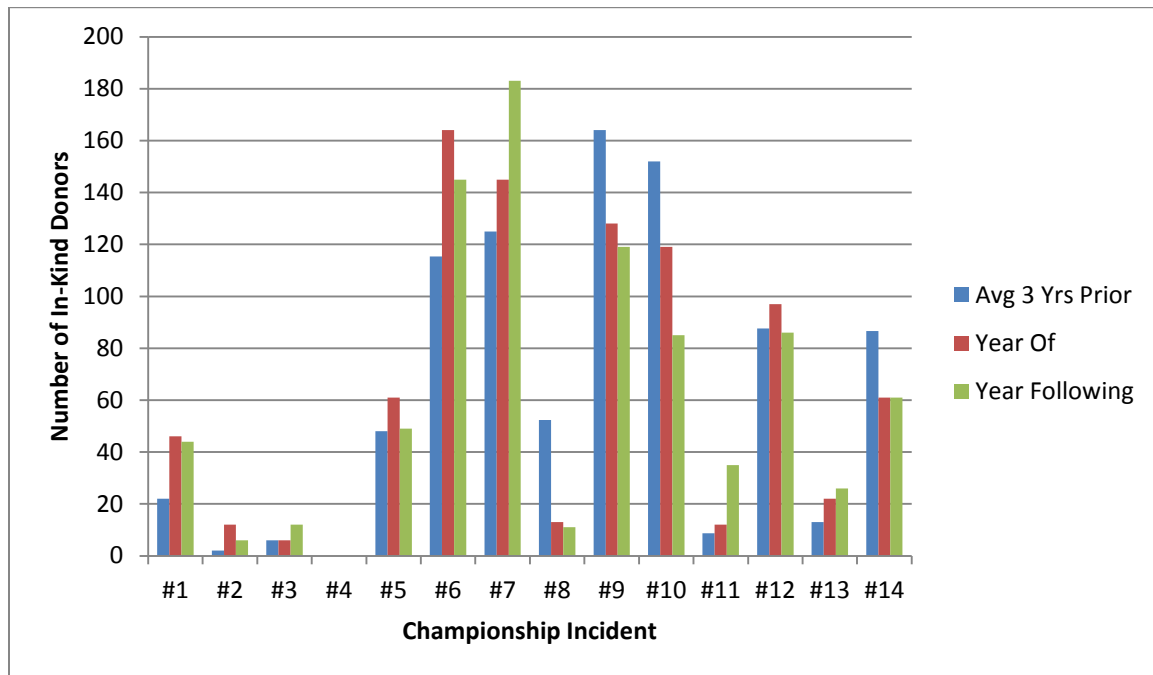


Figure 4 - Total number of in-kind donors

Of the remaining institutions, there were four (8, 9, 10 and 14) with statistically significant decreases in the total number of in-kind donors. For institutions 8 and 14, this holds consistent with the decreases they showed in the total value of in-kind donations. Institutions 8 and 9 did not report the total value of their in-kind donations so a comparison between these quantitation questions is impossible. Institution 4 did not report for either in-kind question so no analysis could be conducted on this variable. Of the 13 reporting institutions, findings suggested that nine reject the null hypothesis and four failed to reject the null hypothesis.

Table 4 - Chi Square, Total number of in-kind donors

Institution	P-Value	% Change Years prior – Year of	% Change Year of – Year following	% Change Years prior – Year following
#1	0.0087	52.17%	-4.55%	100.00%
#2	0.0224	83.33%	-100.00%	200.00%
#3	0.2231	0.00%	50.00%	100.00%
#4	-	-	-	-
#5	0.3697	21.31%	-24.49%	2.08%
#6	0.0133	29.67%	-13.10%	25.72%
#7	0.0032	13.79%	20.77%	46.40%
#8	<.0001	-302.56%	-18.18%	-78.98%
#9	0.0159	-28.13%	-7.56%	-27.44%
#10	<.0001	-27.73%	-40.00%	-44.08%
#11	<.0001	27.78%	65.71%	303.85%
#12	0.6839	9.62%	-12.79%	-1.90%
#13	0.0743	40.91%	15.38%	100.00%
#14	0.0394	-42.08%	0.00%	-29.62%

Significance = <.05

Total number of alumni donors. The total number of alumni donors was reported and illustrated on Figure 5. Of the 14 institutions reporting, nine displayed an increase in alumni donors the year following the championship when compared to the average of the three years prior. Of those showing decreases in this same analysis, two of them (11 and 12) were relatively flat. Of these two, institution 11 was not statistically significant.

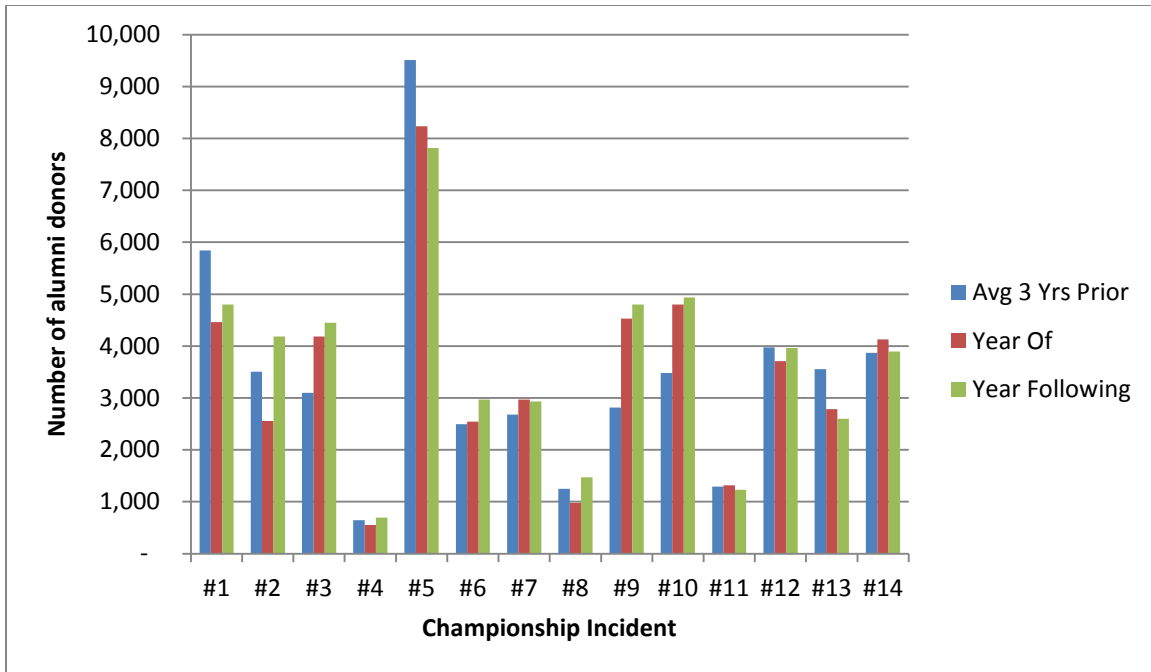


Figure 5 - Total number of alumni donors

Aside from institution 11, four of the other five institutions showing a decline in total numbers of alumni donors proved to be statistically significant in their decline. This analysis came by way of CHI analysis and is demonstrated in Table 5. Of the 14 reporting institutions, findings suggested that 13 reject the null hypothesis and one failed to reject the null hypothesis.

Table 5 - Chi Square, Total number of alumni donors

Institution	P-Value	% Change Years prior – Year of	% Change Year of – Year following	% Change Years prior – Year following
#1	<.0001	-31.02%	7.03%	-17.91%
#2	<.0001	-37.33%	38.95%	19.28%
#3	<.0001	25.87%	6.00%	43.52%
#4	0.0003	-16.49%	20.46%	7.93%
#5	<.0001	-15.56%	-5.31%	-17.83%
#6	<.0001	1.97%	14.34%	19.09%
#7	0.0002	9.76%	-1.26%	9.44%
#8	<.0001	-27.44%	33.60%	18.19%
#9	<.0001	37.86%	5.55%	70.37%
#10	<.0001	27.50%	2.84%	41.95%
#11	0.206	1.82%	-7.08%	-4.88%
#12	0.0029	-7.19%	6.44%	-0.29%
#13	<.0001	-27.73%	-7.07%	-26.88%
#14	0.006	6.22%	-6.04%	0.56%

Significance = <.05

Total number of non-alumni donors. As shown in Figure 6, seven of the 14 institutions showed increases in the total number of non-alumni donors. Figure 6 shows all but four institutions under 5,000 donors with the top four being over 15,000 donors. Because of this wide variance, the figure does not necessarily visually display the significant variances in total number of non-alumni donors at those institutions under 5,000.

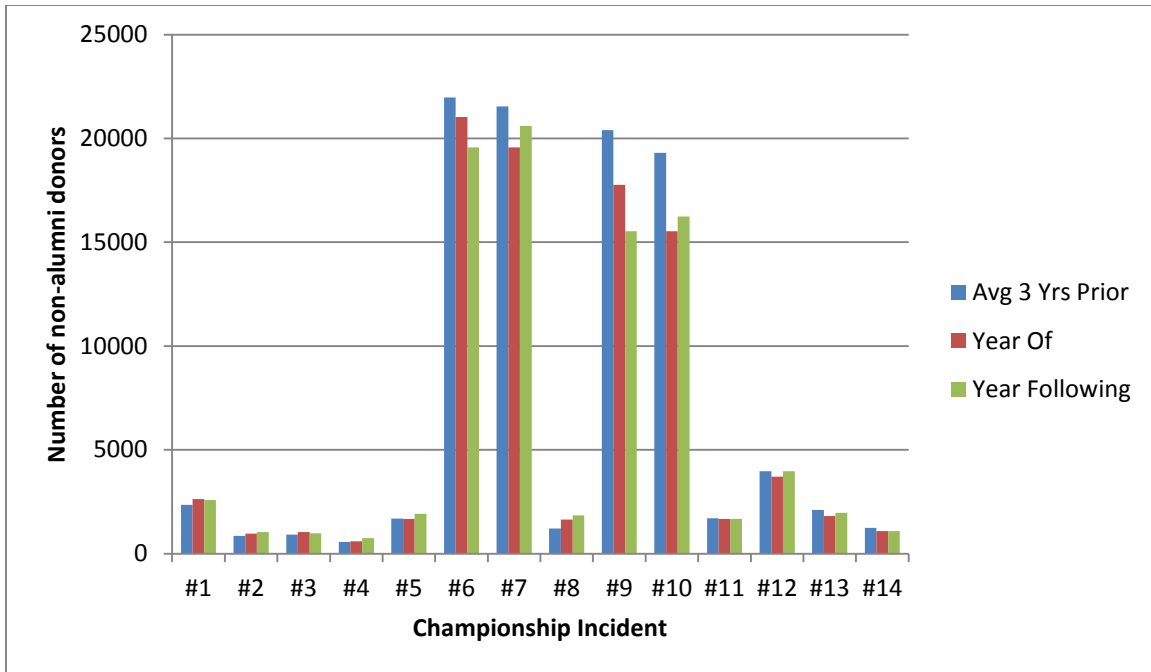


Figure 6 - Total number of non-alumni donors

Table 6 helps address the visual appearance of Figure 6 in that it displays the change in number of non-alumni donors before to after the championship as significant in every instance other than with institution 11. Although these data are being displayed independently by championship, looking at each institution by occurrence, it is significant to note that on this question alone, four of the seven institutions that showed a significant decrease were the same institution. Furthermore, two of the remaining three were also the same institution. It should be noted, therefore, that of the seven institutions showing declines in non-alumni donors, six of those instances were from two institutions and both displayed the same pattern of statistically significant declines following the championship occurrence. Of the 14 institutions represented in the CHI analysis in Table 6, findings suggest 13 reject the null hypothesis while 1 fails to reject the null hypothesis.

Table 6 - Chi Square, Total number of non-alumni donors

Institution	P-Value	% Change Years prior – Year of	% Change Year of – Year following	% Change Years prior – Year following
#1	0.0001	10.52%	-1.42%	10.18%
#2	0.0001	10.50%	7.94%	21.37%
#3	0.0116	12.60%	-6.09%	7.85%
#4	<.0001	5.18%	19.71%	31.34%
#5	<.0001	-1.32%	12.86%	13.26%
#6	<.0001	-4.44%	-7.54%	-10.96%
#7	<.0001	-10.10%	5.03%	-4.37%
#8	<.0001	27.00%	10.29%	52.70%
#9	<.0001	-14.79%	-14.47%	-23.90%
#10	<.0001	-24.39%	4.39%	-15.92%
#11	0.7634	-2.25%	0.12%	-2.08%
#12	<.0001	-18.38%	26.88%	15.53%
#13	<.0001	-15.70%	7.96%	-6.10%
#14	0.0008	-14.42%	0.18%	-12.44%

Significance = <.05

Total number of foundation donors. Of the 14 institutions of study, 12 reported data on this question. Of the 12 reporting institutions, the reported numbers were considerably low – all below 120 foundation donors. For this reason, and with low levels of variance with the reporting institutions, significance levels are very low. Highlighting Figure 7, six of the 12 institutions reported an increase in the total number of foundation donors.

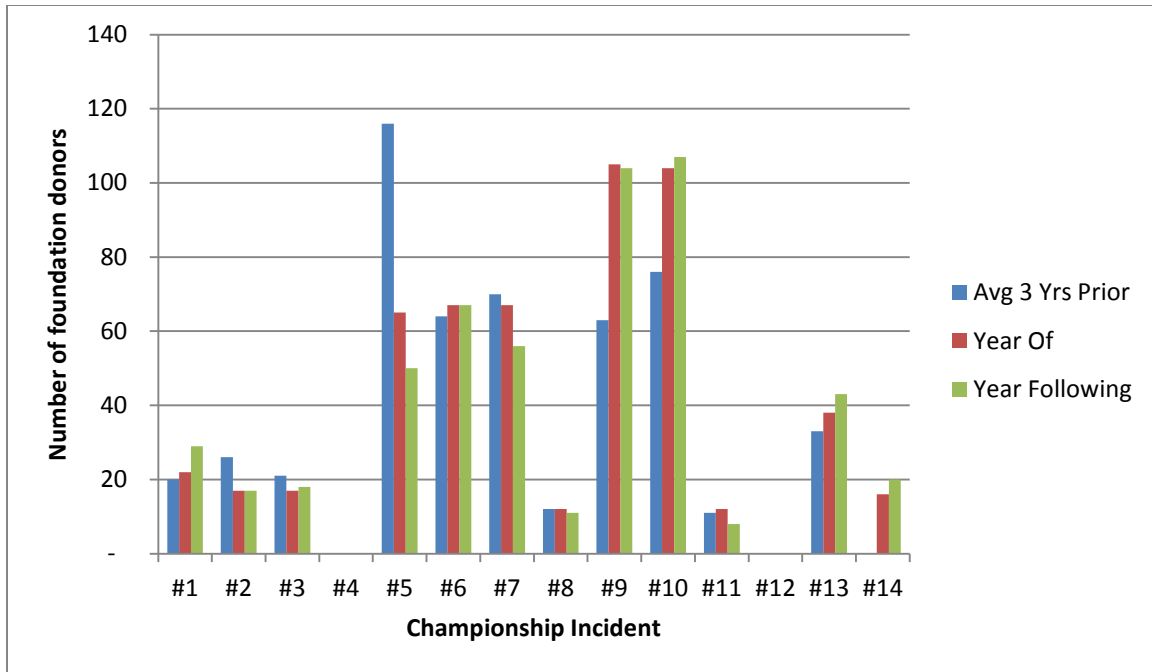


Figure 7 - Total number of foundation donors

Viewing Table 7 demonstrates the significance levels are very low. Only three of the reporting institutions (5, 9 and 10) report changes in the total number of foundation donors that are statistically significant. Of those three, one of them was a significant decline in the number of foundation donors. The other two that showed significant increases, happened to also be the same institution. Of the 12 institutions represented in Table 7 CHI analysis, findings suggest only three reject the null hypothesis while nine failed to reject the null hypothesis.

Table 7 - Chi Square, Total number of foundation donors

Institution	P-Value	% Change Years prior – Year of	% Change Year of – Year following	% Change Years prior – Year following
#1	0.3887	9.09%	24.14%	45.00%
#2	0.2592	-50.98%	0.00%	-33.77%
#3	0.7945	-21.57%	5.56%	-12.90%
#4	-	-	-	-
#5	<.0001	-78.46%	-30.00%	-56.90%
#6	0.956	4.48%	0.00%	4.69%
#7	0.4296	-4.48%	-19.64%	-20.00%
#8	0.9704	-2.78%	-9.09%	-10.81%
#9	0.0018	39.68%	-0.96%	64.21%
#10	0.0471	26.92%	2.80%	40.79%
#11	0.657	5.56%	-50.00%	-29.41%
#12	-	-	-	-
#13	0.5169	12.28%	11.63%	29.00%
#14	0.6101	100.00%	20.00%	-

Significance = <.05

Total number of corporate donors. Analyzing Figure 8, displayed is the fact that seven of the reporting 14 institutions showed an increase in the total number of corporate donors when comparing the average three years prior to the year following. In a few instances, the number of corporate donors in the year of the championship increased sharply (1,3 and 9); however, in a couple of those instances the number dropped off in the year following (3 and 9).

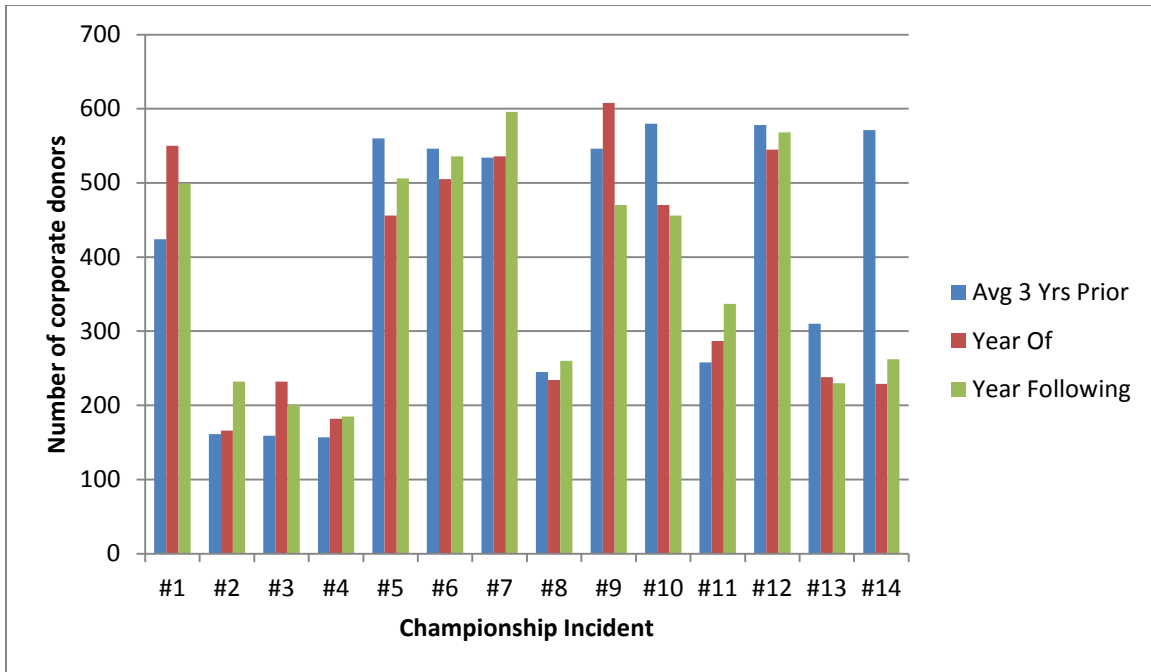


Figure 8 - Total number of corporate donors

Evaluating the CHI analysis of these institutions presented in Table 8, it shows that five of the institutions variances were not statistically significant. Of those five, three of the instances had displayed an increase in the total number of corporate donors (4, 7 and 8) while the other two had displayed a decrease (6 and 12). Ultimately, of the 14 institutions reporting, findings suggest nine reject the null hypothesis and five failed to reject the null hypothesis.

Table 8 - Chi Square, Total number of corporate donors

Institution	P-Value	% Change Years prior – Year of	% Change Year of – Year following	% Change Years prior – Year following
#1	0.0003	22.97%	-10.22%	17.78%
#2	0.0002	2.81%	28.45%	43.80%
#3	0.0011	31.32%	-15.42%	26.15%
#4	0.2579	13.92%	1.62%	18.09%
#5	0.0048	-22.88%	9.88%	-9.70%
#6	0.4211	-8.12%	5.78%	-1.83%
#7	0.107	0.31%	10.07%	11.54%
#8	0.5016	-4.70%	10.00%	6.12%
#9	0.0001	10.25%	-29.36%	-13.87%
#10	0.0001	-23.40%	-3.07%	-21.38%
#11	0.0044	10.22%	14.84%	30.79%
#12	0.6005	-6.06%	4.05%	-1.73%
#13	0.0006	-30.39%	-3.48%	-25.89%
#14	<.0001	-149.49%	12.60%	-54.14%

Significance = <.05

Qualitative Research Questions

Qualitative Question One. Qualitative research question one was, *What ways, if any, does the chief development officer believe the number of staff and their responsibilities affect giving?* Since this study was conducted to analyze giving over a 14 year period of time, it was difficult to assure common analyses since the chief development officer was not always in that same role at that same institution. Additionally, it was often difficult to discern the impact of the staff on giving to the institution as some interviewees were unsure of exact tenures or distributions of responsibilities, especially if they were not at the institution as the time of the championship.

Given that introduction, there were still meaningful data collected on staff and responsibilities because it may have affected giving. Participant 1 (P1) was one of the respondents who was not at their institution at the time of the championship. Since the time of the championship, not only had their staff number changed but so too had their responsibilities. Under the new leadership, their roles were geographic in nature; however, they did have one person dedicated to athletic fundraising. That staff person had been at the institution for 25 years in various roles but according to P1, that person currently dedicated 99 percent of their time to the role of fundraising for athletics. Since P1 was not at the institution during the championship, they were unsure of the staff dedicated to fundraising at that time, although they knew there was someone in the role at some time prior. P1 did not seem to suggest they had a feeling one way or the other that staffing in an athletic fundraising role played any significant part in affecting giving to the institution.

Participant 2 (P2) was also not in their current role at the time of their championships. P2 was at the institution during its first championship although in a different role, but they were not at the institution for the second championship. Currently speaking, the institution's fundraising is handled by a director P2 describes as "a little more on the external side of marketing sports and information, athletic sponsorship, more external relations than I think fundraising as a priority...it's managing more than probably fundraising." P2 outlined fundraising expectations of current staff as being 25 percent for the director and another 25 percent for the athletic director, equaling a one-half full-time equivalent. Given this structure, P2 did not feel there was any evidence to suggest "there is any real spike in increase other than maybe the number of donors."

Participant 3 (P3) was the first respondent who was with the institution at the time of their championship although they were not in their current role of executive director at that time. P3's staff includes six primary fundraisers but at the time of the championship the staff did not include a sole position dedicated to fundraising for athletics. That job fell primarily with the athletic director at the time but since the championship they have added a development position to assist the athletic director with fundraising as well as additional assistant positions in athletics.

Participant 4 (P4) was not at the institution at the time of the championship and neither were the two other athletic fundraisers at the institution. There are eight other fundraisers for the institution; however, it was unclear if the three positions in athletics were in place at the time of the championship. At least one of those positions was new but 98 percent of all their time was dedicated to fundraising for athletics. As P4 shared, "our priority, of course, is athletics, but if a donor wants to give to the alumni center or the College of Business, we help with that as well."

Participant 5 (P5) works for an institution that has won multiple championships although they were not at the institution during the first or the most recent championship. P5's institution has 11 overall development staff, of which none are dedicated to athletic fundraising. Instead, a percentage of each staff person's time is devoted to athletic fundraising. Until 12 years ago, the institution really did not have as formal a staff as today; instead, it "was mainly a major gift shop that was run by the president of the university and the director of the foundation." Although no staff members were specifically assigned to athletic fundraising, P5 suggested the institution's alumni relations staff probably had the closest relationship with football alums. P5 made no

suggestion, however, that the number of staff had any impact on giving to the institution. Instead, it was suggested that some of the increases could be attributed to new software systems.

Participant 6 (P6) was not at the institution at the time of the championships. That said, however, they did arrive the year following the institution's second championship in the timeframe of this study. The institution did have one full-time staff person in the role dedicated to fundraising for athletics and that person had been on staff eight years, beginning around the time of the institution's first championship. In addition to this staff person, whose time was dedicated 100 percent to athletic fundraising, there are six additional fundraisers on staff. Over the course of time the institution had won its two championships, the chief development officer suggested the number of staff may not have a strong determination on the number of gifts to the institution but that the amount of the gifts have increased over time.

Participant 7 (P7) has been at the institution for 15 years so they were employed and in that role during their institution's championships. Part of their responsibility is the intercollegiate athletic program so the athletic director reports to this officer. The institution overall has eight fundraisers of which, one is dedicated to athletics. The development position in athletics was filled during the institution's first championship but was vacant during the second two years later. The position itself is dedicated 100% to fundraising for athletics and in addition, the athletic director devotes 20% to 25% of their time to fundraising for athletics. When asked about the affect the championship played on fundraising, P7 said:

Simply put, our donors had a high sense of pride. They also contributed a little more, not overwhelming, but they contributed more. They were far more tuned into our athletic program, and particularly the football program, than they had been in the past.

While P7 did not directly address whether they felt the number of staff and their role in fundraising aided in the increased, they eluded to the fact that the increase of pride was independent of staff roles.

Qualitative Question Two. Qualitative question two was, *What differences exist between the chief development officer's beliefs of the impact of the phenomenon and actual financial performance?*

P1 acknowledged an increase in institutional fundraising capacity but stated “I would attribute that not to the championship, I would attribute that to just the growth of philanthropy over the years.” Although P1 did not directly attribute increases in fundraising to the championship, they did share that “there is a tremendous amount of pride in those championship years...and alumni today still talk about the glory days.” Comparing P1’s remarks to actual financial performance, however, the data show another answer. Referring back to Figure 1, there is 150 percent increase in total cash donations, from about \$4 million to over \$10 million. The data would suggest a different perspective than what P1 shared.

P2 recognized the impact of their institution’s championships on overall donors to the institution. When compared to actual financial performance, the total cash donations to the institution increased in the year following each of the championships and each

increase was of statistical significance. That said, in evaluating the actual performance of overall cash donors to the institution, the number actually decreased after the institutions most recent championship. P2's suggestion was there was actually more money coming from fewer donors.

P3 admitted that prior to the championship, staff in development had no real reason to get excited calling on former players or supporters of football. Looking at actual financial performance, total cash contributions and donors all increased in the years following the institutions championship. P3 specifically attributed a \$1.5 million gift from the parents of a former player as a direct result of the championship, which was the largest cash gift to the institution at that time. In P3's words, the fact that the season leading to their championship was going really well, it "gave me the opportunity to call them on a weekly basis or come visit them on a weekly basis just to talk to them about the game." P3 shared a specific story about a former player that P3 called on a weekly basis as the season progressed. When the team finally made it to the championship, P3 personally invited the former player to the game although the former player was out of the country. Ultimately, the former player called P3 back to inform P3 that they would be coming to the game and that their spouse had convinced them "you might never get a chance to go to the national title game...you've got to go." This former player became a major donor to the institution and has since passed away, naming the athletic program and the football program into his will. This was one example P3 shared as a direct result of the championship and actual financial performance.

P4 was quick to share that football was not the institution's marquee sport. They have won multiple championships in another sport but have also had success winning in

other sports besides football. What P4 did attribute to the championship was an increase in football alumni giving and believed the championship “validated the program for those who have gone through it.” P4 felt that not only did the number of donors increase to football but so did the size of their gifts. P4’s institution ties season tickets to giving so some of that increase in giving could have been a result of gaining access to better season tickets. Given the data collected for this study, there is little to a slightly negative impact on giving data following the institution’s championship. So while P4 may be correct in increases of football donors, it is difficult to discern given data collected for this study.

P5 was clear in stating that although their institution won multiple championships, “We can’t see that it had any impact on the number of donors.” That said, the quantitative numbers share a different story. The number of alumni donors to the institution showed statistically significant increases following each of the institution’s championships. Conversely, the numbers of non-alumni donors decreased following those same championships. While P5 did attribute some discrepancies in numbers to some software upgrades, their beliefs about the impact of the phenomenon and the actual performance numbers seem to not marry.

It was P6’s belief that following the institution’s championship the number of donors to the institution was only slightly affected; however, the amount of those gifts had increased. In comparison to the financial performance of the institution, this is fairly accurate. There was a significant increase in donors to the institution following the first championship but an insignificant decrease following the second. Rather, the number of donors did decrease slightly following the second championship but was rather flat overall. There was a significant increase in total cash donations following both

championships, however, which is true to P6's beliefs. There was also a very significant drop in in-kind donations to the institution following both championships, which P6 did not share their beliefs on.

It was P7's belief that financial performance improved slightly following the institution's championships and P7 highlighted some fundraising goals for athletics that were surpassed at those times. With regard to the overall institution's performance, however, the data suggest otherwise. Total cash donations to the university decreased in a statistically significant manner when comparing the average of the three years prior to the year following. P7 shared that there were approximately \$15 million in new project surrounding the first championship which would explain why the numbers decreased following the championship. Total cash donors to the institution were relatively flat around the championships.

Qualitative Question Three. Qualitative question three was, *How does the chief development officer feel about the impact of a championship on their development efforts?* As previously suggested, P1 felt the increases in philanthropy over time came more from a general increase in philanthropy as opposed to the championship. P1 generally felt as though the championship did provide a great deal of pride to alumni, especially former players, and generated some excitement on campus surrounding the event.

While P2 suggested there was a greater amount of money being donated by fewer donors, they also suggested that there were a greater number of people engaged in the institution, beyond just donors to the institution. Additionally, following the institutions

first championships attempts were made to raise money through direct mail efforts but also further market the institution. Although a modest amount was raised through direct mail, approximately \$16,000, P2 suggested more significant efforts to increase marketing and merchandising efforts began. According to P2 the institution became better known in areas it otherwise wasn't, suggesting "that kind of public relations probably also led to some obvious alumni engagement...and where they might have been quiet before, now 'that's my alma mater,' all of a sudden they were telling and shouting it from the rafters." In P2's words, winning "created a culture of campaigning that had never existed on the campus."

P3 felt very strongly that the institution's championship gave them opportunities to talk with potential donors and former donors that they might have never gotten the chance to talk to. P3 shared specific stories about individuals becoming major donors as a result of this contact and that not only for the football program but the winning "brought former players, cheerleaders, band members...people all around out of the woodwork." Aside from the fact that winning the championship set the expectation they were playing for a title every year, P3 also shared that the staff overall became more aggressive about asking for money, saying "we win the national title...that just kind of emboldened everybody." Finally, P3 shared that championship inspired other alumni to start giving back, sharing a story of inspired baseball alumni banding together to build an indoor practice center, following which the baseball program one the national title in baseball.

P4 shared the feeling that the institutions championship gave "football alums in particular a lot of pride in the program." Again referencing that football was not the marquee sport, P4 felt the football championship also generated a lot of community

support for football in particular but also for the institution. P4 felt the fact that many of their sports were successful created an expectation that all “strive for excellence across campus” and that this “raises the bar across campus for everything.” Finally, although not specific to development efforts, P4 shared that the football championship team was recently inducted into their school’s hall of fame and the community pride that was again displayed “was pretty awesome” not to mention it was again evident that what that team did was important to the community.

Although P5 indicated there was no significant increase in donors to the institution following the championships, despite data suggestion otherwise, P5 did express feelings that increased visibility of the institution due to the championships created “a great deal of pride...home games are packed...season tickets sell out” and there is “a camaraderie around the institution.” P5 shared a list of items that have been implemented since the championships from a new software system to an automated telephone outreach program or wealth screening tools to enhanced alumni outreach chapters. In P5’s words, “we’ve tried to grow up and increase our development activities” with no correlation given to the football championships. Finally, P5 said “there are so many other factors going into (fundraising increases) that I can’t isolate something out.”

P6 felt that prior to the championship the institution struggled with an identity. As P6 shared, “We didn’t have a universally embraced identifier mark.” With some re-branding prior to the championship coupled with the institution’s first championship, P6 felt that the national media exposure helped create that universal symbol that became associated with the institution. P6 shared, “I believe that came about because of the exposure the university got through our first national championship,” while adding,

“about 24 months after our most recent football national championship, we experienced the largest enrollment increase in our history...and I really believe that is due in large part because of the positive exposure we got because of the two national championships.”

Parallel to winning the national championship, P6 explained the institution went through a \$100 million building expansion on campus due to the expansion of student life on campus, all of which P6 felt was a result of the championships.

P7 felt that the football championships had a positive impact on the institution’s development efforts. P7 specifically highlighted some fundraising goals for athletics that were surpassed following the championships, although they would not attribute the increase solely to football. When asked what impact winning had on the overall institution, P7 stated “Significant. It was a great sense of pride that came onto the campus...the campus really seemed to be alive, I guess, with the buzz of this.” P7 also shared that over the years following their championships, attendance at their football camps increased dramatically and that “word gets out there.”

Summary

This chapter explored the phenomenon of the “Flutie Factor” and impact on philanthropic giving to Division II football championship institutions. The chapter outlined the participants of the study, provided demographic information on those participants and explained their role at the institutions they serve. Data and methods were explained again. The findings and analysis also took place on the quantitative and qualitative questions presented for study. Summary statistics were presented as were graphical illustrations of all quantitative data collected. This analysis will lead to Chapter

5 to explore major findings, identify further limitations and outline the overall conclusions of the study.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The basis for this study was to study the impact of football national championships on giving to NCAA Division II institutions. Because there is an absence of research in this area the data generated by this study is especially helpful. The phenomena known as the “Flutie Factor” was presented and a review of literature was created. The outline and method of the study were presented and analyzed in chapters three and four. Chapter five will present discussion of findings by research question in addition to further illustrate limitations to the study. Finally, overall conclusions and recommendations for further study will be presented.

Discussion of Findings by Research Question

Findings are discussed by type of research question. First explored are the quantitative research questions, followed by the qualitative research questions. Additional discussions and findings are presented throughout.

Quantitative Research Questions

The following research questions were addressed and will be discussed:

Quantitative Question One

What are the summary statistics of the institutions of study? It is important to highlight that given the research conducted in this study evaluated the three years prior to each institution's championship, there is an overlap of years in which data were collected. Especially in instances where an institution won back-to-back championships, of which there were three occurrences, there were years that were counted twice as those prior years were averaged. For these reasons, the summary statistics presented in Table 1 are somewhat skewed; however, they still give a very good representation of the sheer amount of dollars raised or donors to these institutions.

More telling perhaps are the profound discrepancies between the minimum and maximum statistics. This does three things: (a) highlights the difference in institutional operations and overall amount of fundraising activity; (b) suggests there are varying sizes of institutions and fundraising staffs (to be highlighted later in the study); and (c) proves difficult in visually comparing quantitative data graphically because of the large discrepancies. For these reasons, the qualitative data proves useful as does the CHI analysis.

Quantitative Question Two

What is the change of the average of years one, two and three prior-to, the year of and the year-following a football championship in the following factors:

Total cash donations. Eight of the 14 institutions increased their overall cash donations to the institutions the year following their championship when compared to the average of the three years prior to the championship. In all instances, these were

statistically significant increases. In four instances where there was a decrease in funding compared the three years prior, there was an increase in total cash donations to the institution in the year following the championship when compared to the year of the championship. The data suggests that taking into account the average of three years prior might skew those numbers upward. Regardless, there is still a positive change in funding to 12 of the 14 institutions of study just looking at an increase of total cash donations to the institution in the year following a championship when compared to some year(s) prior. This is a significant finding and all 14 institutions of study provided findings that would reject the null hypothesis.

Total number of cash donors. The overall number of cash donors seems to tell a different story than cash donations when evaluating years surrounding a championship. Nine of the 14 institutions expressed a decline in the number of cash donors the year following the championship when compared to the average three years prior. Add to that, six of those nine institutions experienced a decrease in cash donors the year following the championship compared to the year of the championship. This would suggest that one can negate any skewing the average of the three years prior might portray. There were four institutions that won multiple championships. When evaluating those institutions, three of the four showed a decreased amount of cash donors to the institutions in the latter championship(s) when compared to the first. The remaining institution of multiple championships showed total cash donors as staying relatively flat following their second championship when compared to the first.

This finding in particular would suggest what many of the interview participants suggested. Many interview participants believed the donors to the institution increased

minimally, if at all, following their championship. Those same responses suggested that the amounts of the gifts increased, however, which the findings on total cash donations would suggest. Although 13 institutions of study provided findings that rejected the null hypothesis while only one set of findings failed to reject the null hypothesis, further analysis with the qualitative data would suggest that there is not a positive change in the number of cash donors to a championship institution.

Total value of trade/in-kind donations. This was an area that failed to provide a good number of respondents. Five of the 14 respondents failed to provide data on the value of trade or in-kind donations. This was also an area where there were large fluctuations in the amounts reported. Both of these reasons provided concern for evaluations as this may not be a statistic many institutions account for or are very accurate in recording. Further, there are several significant spikes in in-kind donations reported. In at least two of those occasions, a correlation could be made to special projects or capital fundraising campaigns that were divulged as part of the participant interview. While findings of all nine reporting institutions would reject the null hypothesis, data do not suggest there is a consistent, positive change in the total value of in-kind donations to a championship institution.

Total number of trade/in-kind donors. The data generally suggest there is a positive impact a football championship can have on the number of in-kind donors to an institution. The data presented in Figure 4 illustrate eight of the 13 reporting institutions displayed an increase of in-kind donors to their institutions compared to the average of the three years prior. Concerns revolve around those suggested regarding the total value of in-kind donors. Ultimately, it could be assumed that institutions of this study group are

better at collecting information on the number of in-kind donors, but not as effective at collecting the value of those gifts.

As mentioned earlier in the study, several instances where a spike in in-kind donors was identified, there was also a special project or building campaign conducted around those years. When evaluating the institutions of multiple championships, two of the multi-championship institutions showed a decrease in the latter years when compared to the initial championship. The other two showed an increase in in-kind donors in the latter years of their championship. Of the 13 reporting institutions, research from nine institutions rejected the null hypothesis and four failed to reject the null hypothesis. Given further analysis of the data combined with participant interviews, data suggest there could be a positive change in the number of in-kind donors to a championship institution and it could be reasonably assumed that institutions are better at collecting these data when compared to the value of in-kind donations.

Total number of alumni donors. Of the 14 institutions of study, nine displayed an increase in alumni donors the year following the championship when compared to the average of the three years prior. While there were five institutions showing a decrease, two were relatively flat and one was statistically insignificant. In 11 of the 14 years, the number of donors increased either in comparison to the three years prior or when comparing the year of to the year following. Finally, of the four institutions that won multiple championships, all of them increased their number of alumni donors in the latter years of their championships.

For these reasons, along with the fact that research from 13 of the 14 institutions rejected the null hypothesis, it is suggested that winning a championship is likely to have

a positive impact on alumni donors to the institution. This is somewhat counterintuitive to the numbers suggested earlier that there did not seem to be a positive impact on overall cash donors to the institutions. This finding will be further explored following the analysis on the number of non-alumni donors.

Total number of non-alumni donors. Half of the reporting institutions of study showed statistically significant increases in the total number of non-alumni donors. This finding is consistent with some of the interview data suggesting that the championship helped to raise the profile and awareness of the institution and its athletic programs. That said, however, further analysis of repeating champions provides a telling perspective. Of the four institutions that had repeat championships, they all decreased in the number of non-alumni donors. At three of the four institutions, there was an initial surge in non-alumni donors. That surge was then followed by gradual or significant declines in the championship year(s) to follow.

While the CHI analysis shows research from 13 of the 14 institutions rejecting the null hypothesis, this does not appear to be a positive finding. Analyzing that half of the institutions display a negative change of non-alumni donors following the championships coupled with the data on alumni donors, the findings on total cash donors to the institution holds true. Findings suggest that championship institutions display a positive change in alumni donors, coupled with a generally negative change in non-alumni donors to create an insignificant change in overall cash donors to the institution. This finding is significant in telling a championship can have a positive impact on alumni donors.

Total number of foundation donors. Of the 14 institutions involved in this study, 12 reported data on this question and the number of foundation donors were all below 120. Of the 12 institutions represented in CHI analysis, only research from three rejected the null hypothesis while findings from nine failed to reject the null hypothesis. Simply put, given small reporting numbers of like institutions and the CHI analysis, there is not a significant positive change in the number of foundation donors to a championship institution.

Total number of corporate donors. Half of the reporting 14 institutions of study showed an increase in the total number of corporate donors when comparing the average three years prior to the year following. In a few instances, the number of corporate donors in the year of the championship increased sharply only to decline precipitously in the year following. Exploring the CHI analysis, research shows nine rejected the null hypothesis and five failed to reject the null hypothesis. After full analysis and looking at both positive and negative changes in the number of corporate donors, it cannot be concluded that a championship plays a consistent, significant role in positively impacting the number of corporate donors. Ultimately, impacts may vary by institution or other external factors.

Qualitative Research Questions

Qualitative Question One

What ways, if any, does the chief development officer believe the number of staff and their responsibilities effect giving?

An overall analysis of respondents shows institutions of study had anywhere from six to 11 fundraising staff, of which those dedicated entirely to athletics ranged from just a percentage of some staff time to three dedicated staff. Consequently, there was not much of a reference to the number of staff and any effect that number may have on giving. In many instances, the interview participant did not make a correlation at all. Ultimately, there was not much data collected on the participant's beliefs and this is an area additional research is needed.

There were many beliefs that, as opposed to the championship having a profound impact on giving to the institution, increased giving might have been a product of many other external factors. Participants did feel the championship(s) raised the amount of school pride and ultimately gave the staff a reason to contact donors. It was believed there was an overall rising of awareness and exposure of the institution or even a validation of their sports programs to multiple audiences. All of these were beliefs of the chief development officers as they may have had some impact on giving to the institution and their staff's ability to raise money.

Although a formal analysis was not a part of this study, a quick analysis of staff size compared the reported total of cash dollars raised shows that all of the institutions with a staff of six raised a similar amount of money. Consequently, institutions that added an additional staff person, not necessarily dedicated to athletics, doubled the amount of donations received. Finally, if the staff is further increased by an additional staff member, the amount doubles again. There does not seem to be a significant difference between the staffs of nine or 11 but those institutions with a staff of 11 did raise the most money.

Qualitative Question Two

What differences exist between the chief development officer's beliefs of the impact of the phenomenon and actual financial performance?

Two participants expressed their belief that there was either little or no effect the championship had on their institution or that the increase was merely attributed to other factors. In the former example, the belief was that there was little to no effect on donors when the data provided a significant increase in alumni donors to the institution. In the latter example, the belief was that external factors – an increase in philanthropy over the years – played more of a role on increased contributions. That would be believable under normal circumstances, except the data showed a 150 percent increase in total cash donations. While there were likely external factors at play as well, that is a much more significant increase than just a natural increase in philanthropy.

There were three participants in this study whose beliefs were that the championship might not have necessarily increased the overall number of donors to the institution but rather, the donors increased the amount of money that donated. One participant believed financial performance actually improved following the championship whereas the data suggested otherwise. Data showed giving to be flat or slightly declined following their championship. Finally, one participant was adamant about the impact the championship had on the institution and the staff's ability to further outreach because of the championship. The data suggested his assessment was correct given overall cash donations had significantly increased to that institution following their championship.

Interestingly, only a couple of participants referenced more money being donated to the institution as a result of staff activities. Instead, references were usually made to

express increased giving as an option of the donor and less because of a request from fundraising staff. There was only one comment about the championship providing an avenue for additional staff outreach or requests for giving. This was an interesting observation given two elements, (a) this study was an evaluation of staff on giving and (b) this observation might suggest there is no correlation between the increased activities that may come about following a championship and the amount of staff.

Qualitative Question Three

How does the chief development officer feel about the impact of a championship on their development efforts?

The overwhelming feeling of chief development officers was that the impact of their championship(s) created a great sense of community and alumni pride in their institutions. Nearly every respondent used the word “pride” as the descriptor but regardless of word choice, it was implied this was the case for every institution. A couple of institutions in particular suggested the increase in pride was specifically with their former football players. Many of the others, however, suggested the sense of pride extended beyond just former football players. For many institutions, benefits went far beyond the sense of pride created by a football championship.

Another common theme among participants interviewed was the belief that their football championship(s) helped raise awareness and exposure of the institution, for some they explicitly highlighted national exposure for the institution. For a couple of participants, that meant overall marketing to the point of merchandising efforts for the institution. For one institution in particular, that specifically meant the re-branding effort

they had undergone to create a consistent identifier symbol for their athletic department was incredibly successful. For this institution it was a simple symbol, but the championship put that symbol in the national spotlight and helped emphasize the brand they had recreated.

Two interesting and unexpected themes were discovered while exploring participant beliefs. The first had to do with what one participant called a “culture of campaigning,” meaning the championship helped create a culture within the development staff of constantly campaigning or sharing the institution’s story and asking for money. Yet another participant believed the championship gave their institution the opportunity to engage with alumni and potential supporters with the intent to ask for money. In these two instances, it was the belief that the championship brought about additional opportunity to ask for money. The other interesting theme identified was based on the belief that the football championship raised the level of expectations for other sports on campus. For instance, one participant specifically spoke of the cause-effect relationship between their football championship and the additional interest and fundraising garnered for the baseball program. Ultimately, this led to additional facility upgrades and eventually, a national championship in baseball. Other examples were that respondents spoke of the belief that the championship raised the bar for other sports or further, the expectation was created that sports on-campus would be vying for a championship each year.

Finally, there were some participants who believed the sense of pride that came with the championship(s) was the only impact. This was another common theme among a couple of respondents. They felt the sense of pride did come from the championship but

felt there was either no significant increase in fundraising or that the increase in philanthropy was a general increase that would have happened with or without a championship. Still another felt that if there were increases in fundraising efforts, they could not be attributed to the football championship directly.

Limitations of the Study

The researcher for this study acknowledged several limitations at the outset of the study. Those included the fact that the study only focused on football championships in Division II (DII) between the years of 1998 and 2010, that there were four instances of repeat champions within that span of time. Another limitation was that the schools surveyed have varying enrollments and are located in cities that vary in size and population. The researcher has also acknowledged the varying staff structures for fundraising although that specifically was one area of research.

This research model itself has a number of limitations in that it was comprised by analyzing two different forms of data. Additionally, this model integrated a great deal of interpretation by the researcher, some of which is expected to evaluate discrepancies in data. Creswell (2003) points out that “it requires great effort and expertise to adequately study a phenomena with two separate methods” (p. 217) and it should be understood when evaluating the data presented that a great deal of effort was taken to study the phenomena through both methods.

Aside from the research model, additional limitations existed with this study. Analysis was only conducted on DII institutions and only in the sport of football. Further, the study was conducted analyzing champions over a 14 year period of time but that only

resulted in seven unique institutions of study. Finally, the bias of the researcher was a significant limitation as he had prior experience in fundraising and had beliefs and biases they had formed over time.

As Creswell (2003) was suggesting, a great deal of care went into analyzing data despite preconceived notions the researcher might have had. The study was designed to be an opportunity to learn and explore whether the researcher's biases were statistically relevant. In the end those specific researcher biases were proven illegitimate.

Overall Conclusions

Following overall analysis and triangulation, the following conclusions are presented in summary. Analyzing the impact a football national championship has on an institution in NCAA DII schools it can be reasonably assumed that total cash donations to the institution will be positively affected. From a donor perspective, it can be assumed that the total number of cash donors will be minimally affected; however, there will likely be a positive effect on alumni donors and trade/in-kind donors while the numbers of non-alumni donors are likely to show little to negative effect. Finally, data were not consistent enough to provide reasonable assurance of any positive effect the championship might have on the value of trade/in-kind donations as well as the total number of foundation or corporate donors.

Participant interviews proved little in determining the effect, if any, the number of development staff had on overall giving to championship institutions. In many instances, the interview participant did not make a correlation at all. Ultimately, this is an area

additional research is needed or this research method could be modified to better gather this data.

In terms of the differences that existed between interview participant beliefs and the actual performance of the institution, the biggest differences existed in participants who were either not employed at the institution at the time of the championship or were at an institution of study who claimed football was not their marquee sport. In most all cases, it was suggested there is a financial benefit to the championship, but most belief discrepancies existed when it came to overall donors. In most cases, participant beliefs were accurate in that there was little positive effect on the number of donors to the institution but where the beliefs may not have accounted for was the separation between alumni and non-alumni donors. The reason to highlight this difference is there is a positive effect on alumni donors and the interview participants may not have recognized this difference when responding to interview questions.

The two overarching themes uncovered in the interviews with participants were the champions' effect on fundraising was obvious but not closely correlated with day-to-day development activities. The first was a heightened sense of pride from a variety of stakeholders. The second was a profound increase in awareness of and exposure for the institution because of the football championship. These were without a doubt the two most profound findings of the study to compliment the data findings. Not to be overlooked were findings that the championship provides development staff more opportunity or reason to approach potential donors as well as the fact that the football championship may help the overall institution raise expectations in other sports or areas of campus.

Recommendations for Further Study

While exploring possible recommendation for further study, it should be recognized that this study was mixed method in nature. Therefore, there can be recommendations to both the quantitative and qualitative components of the study. Furthermore, it is important to recognize that the quantitative component of this study was in part a replication of a prior study, to which the qualitative component was added for enhanced knowledge gain. All should be considered within these recommendations.

Overall, a greater body of knowledge could be gained by focusing on a greater number of institutions in the study. This study continued from a prior period of research conducted but focused on a recent 14 year period of time. A greater body of knowledge would allow a researcher to look at overall trends over time in addition to trends within each institution. This could account for a myriad of variances that can occur from one institution to the next. Additionally, it would be recommended that on the questionnaires sent to the participants ahead of their interviews, the dates of question be specified for each institution directly on the questionnaire. In this study, the dates were provided specifically in the email with attached questionnaire, but the questionnaire itself was vague in describing merely the certain number of years prior to the championship as opposed to the actual years in question. This would help avoid confusion but would take some extra work on the part of the researcher to personalize each questionnaire.

Focusing on the quantitative component of the study, it would be recommended that future research gather data on additional years following the championship. This study evaluated the three years prior but only one year following. It is possible more could be told by analyzing additional years following the championship. Additionally, it

would be recommended that the number of staff hired for fundraising purposes be part of the quantitative data capture. This would allow the researcher to be very specific about the fact the study is looking at staff size at time of the championship(s) but also allow for varying answers if there were multiple championships.

Regarding the qualitative component of the study, it is recommended the researcher ask more specific questions about the staff structure at the time of the championship. In some instances, the participant was not at the institution at the time of the championship and some further clarity could have been gleaned had the expectation been better expressed to the participant ahead of time and during the interview. Overall, it is recommended that more specific qualitative questions be asked to focus more specifically on some of the quantitative components of the study. Of specific note, it would be recommended while evaluating staff structure, future researchers explore possible increases in development staff following football championships. This is an assumed effect as part of this research but modifications like this could enhance findings.

Summary

It has been more than 20 years since that game. Since the Boston College quarterback Doug Flutie threw that “Hail Mary” pass for a touchdown; yet, ramifications still exist today. That play has recently surfaced within television commercials for a logistics company. It is still recognized and glorified. That play changed not only Doug Flutie’s life and the landscape of Boston College, but also the outlook of effects winning a championship can have on your institution. It was the play that changed Doug Flutie’s life but more importantly, the landscape of Boston College. Further, it has been the center

of research studies ever since. Sporting accomplishments increase a university's contributions, enrollment applications and national exposure. Interest seems to be increasing, not waning.

This study is not the first to analyze such a phenomenon at a small school level. In an age where accessibility and media exposure run rampant, the phenomenon seems even more relevant. This study has provided a background and outline on the importance of its findings. A theoretical framework was introduced to explain the purpose of the study and the problem defined. Research questions, conceptual underpinnings and a historical review of both philanthropy as well as the "Flutie Factor" outlined. The primary foundations of giving were explored and ultimately related to this phenomenon.

Ultimately, success was defined and referred to as the "Flutie Factor," the guiding phenomenon. The purpose of the study was to explore the phenomenon and its impact on philanthropic giving to Division II football championship institutions. While this study cannot possibly address all questions pertaining to this phenomenon, it expounds on prior research and provides further research on this topic. As a result, this study serves to help facilitate further research and discussion. This study adds to the body of research allowing development professionals and administrators alike to more effectively do their job and realize the profound impact athletic championships, especially in football, can have on an institution of higher education.

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APPENDIX A

Request for Participation

October 15, 2011

Participant Name
Participant Address

Dear Participant,

I am a doctoral student at the University of Missouri – Columbia and I am currently completing my Doctoral degree in educational leadership. I am currently completing my dissertation which has a focus on philanthropic support to higher education institutions as a result of NCAA Division II football championships. I am writing to request you support in my efforts.

The intent of this study is to expound on prior research conducted on institutions of this level and the impact a football championship has on revenue generations. My hope is that this will either validate or challenge the findings of prior research in an effort to provide additional support to Division II institutions when considering their fundraising or budgeting efforts.

Your involvement would merely require setting aside time for a phone interview with me. I will plan to take no more than 30 minutes of your time and will provide you the guiding questions in advance of our call. Finally, I will provide you with a written transcript following our call in order to gain additional feedback you might have after validating the accuracy of your answers.

I hope you can take time to participate in this study. Your participation is an important factor in that I am studying a 14 year period of time and there are only seven unique institutional champions over that period of time. Please feel free to respond to this by reaching me at the following email or phone number to arrange a time for us to speak. Otherwise, I will be contacting you very soon to schedule a time to speak with you and thank you in advance for your time.

Most sincerely,

Mark E. Stewart
Director of Resource Development
Agriculture Future of America
Doctoral Student, University of Missouri

660.***.**** (cell)
*****@yahoo.com

APPENDIX B

University of Missouri Informed Consent Letter

Title: The purpose of this study is to focus on the relationship between the “Flutie Factor” (NCAA Division II football championships) and philanthropic contributions to NCAA Division II football championship institutions.

Researcher: Mark E. Stewart, Doctoral Student

Purpose: This is a mixed methods study which will examine the impact of a NCAA Division II football championship on philanthropic contributions to the institution. This study is an expansion of prior study and is intended to provide a broader base of research on this topic.

Information: Participants will receive request for participation in the study and an attempt will be made to set up a convenient time for an interview. Interview questions will be provided in advance of the interview and the entire interview will be recorded and transcribed. The transcriptions will be shared with all respondents to ensure accuracy of data collection. All information recorded will be analyzed, coded and categorized into themes for ongoing research. This analysis will be the basis for the findings of the study.

Risks: There are no inherent risks anticipated for any participant.

Benefits: Although participants will not be compensated for taking part in this study, the researcher will offer a copy of the study’s results. It is expected that not only with this study expand on the body of knowledge on this topic, but it will provide additional research available to make informed decision about fundraising and budgeting operations.

Confidentiality: You have the right to privacy with your responses, and this right to privacy will not be violated.

Voluntary participation: Your involvement in the research is completely voluntary. You also have the right to withdraw from the study at any time.

Informed consent: Your signature below indicates that you have read the above information. Your signature also assures you agree to participate in this study and you will receive a copy of this form.

Participant _____

Date _____

(Print Name)

Researcher _____

Date _____

(Mark E. Stewart)

Contact: If you have any questions regarding this study or the procedures you may contact:

Contacting the researcher:

Mark E. Stewart

***** ***, Platte City, Missouri 64079

660.***.***** (cell)

*****@yahoo.com (e-mail)

Contacting the University of Missouri:

(If you wish to speak to someone besides the researcher)

University of Missouri Campus Institutional Review Board (IRB)
483 McReynolds, University of Missouri, Columbia, Missouri 65211

573 882-9585 (phone)

573 884-0663 (fax)

<https://irb.missouri.edu>

APPENDIX C

NCAA Football Champion – Donations to the University
Quantitative Questionnaire

The following questions are designed to obtain information regarding the Donations to the University for each of the three years before your football team won its championship, the championship year and the year after the championship.

Please complete the following chart regarding **Donations to the University**.

1. **Year:** Designates the year from which information is needed.
2. **Total Cash Donations:** Total amount of donations received by the University.
3. **Total Number of Cash Donors:** Total number of persons or businesses that have donated money to the University.
4. **Total Value of Trade/In-Kind Donations:** Total monetary value of products or services donated to the University.
5. **Total Number of Trade/In-Kind Donors:** Total number of individuals or businesses that donate products or services.
6. **Total Number of Alumni Donors:** Total number of individuals who attended the University who donated money or products/services.
7. **Total Number of Non-Alumni Donors:** Total number of individuals who did not attend the University who donated money or products/services.
8. **Total Number of Corporate Donors:** Total number of businesses and corporations that donated money or products/services to the University.

1. Year	2. Total Cash Donations	3. Total Number of Cash Donors	4. Total Value of Trade/In-Kind Donations	5. Total Number of Trade/In-Kind Donors	6. Total Number of Alumni Donors	7. Total Number of Non-Alumni Donors	8. Total Number of Foundation Donors	9. Total Number of Corporate Donors
3 Years Before Championship								
2 Years Before Championship								
1 Year Before Championship								
Championship Year								
Year After Championship								

NCAA Football Champion – Donations to the University
Qualitative Questionnaire

Name of respondent: _____

Title/Position: _____

Institution: _____

Years in this position: _____

1. How many staff dedicated to fundraising and alumni relations at your institution... (Include administrative help, ie assistants, accountants, data/researchers. Exclude students)
 - Prior to your championship?
 - The year of your championship?
 - The year following your championship?

2. Did you have staff dedicated solely, at least half-time or more, to fundraising efforts for athletics...
 - Prior to your championship?
 - The year of your championship?
 - The year following your championship?

If so, how many staff and explain the role of the position(s).

3. Do you believe the number of donors was affected by the football national championship? Please explain.

4. Do you believe the championship had an affect on the amount of money donated? Please explain.

5. Did you actively solicit donations after the football championship, in addition to your normal fundraising activities? Please explain.

6. Describe the impact winning the football national championship has had on your institution.

APPENDIX D

Member Checking Letter

Date

Participant Name

Participant Address

Dear Participant,

Thank you again for taking part in my doctoral research project on the impact of a NCAA Division II football championship to philanthropic support of your institution. The information and insights you have provided are invaluable and were a crucial component of this analysis. I thank you again for your time and commitment to this project!

As we discussed, I am sending you a copy of the transcript, capturing the content of our interview. I would ask that you review this transcript and provide me with any corrections or questions as you see them fit. Please remember that this interview was recorded and the transcription is a capture of that interview. If there are any errors as you see them, please be mindful that it very well could be a result of an unclear recording. Every attempt was made to ensure the accuracy of this transcript but your review would be appreciated.

You should also be reminded that this will not be published but will merely serve as an audit trail for this survey. I ask that you please return the transcript with any corrections or additions as recommended. For any other questions, please feel free to contact me at the information below.

I thank you again for your time in this assessment and want to elaborate again, your feedback at this point is just as successful as in prior stages. I have valued your input and I appreciate your input into this process.

Most sincerely,

Mark E. Stewart
Director of Resource Development
Agriculture Future of America
Doctoral Student, University of Missouri

660.***.**** (cell)
*****@yahoo.com

VITA

Mark E. Stewart

Mark was born November 3, 1979 in Springfield, Mo. He graduated from Springfield Catholic High School in 1998. Mark received his Bachelor's degree in Corporate Wellness and Parks & Recreation Management in 2003 and his Master's in Business Administration in 2006, both from Northwest Missouri State University. In 2012, Mark earned his Doctorate in Educational Leadership and Policy Analysis from the University of Missouri – Columbia.

Mark grew up playing athletics and attended Northwest Missouri State University on scholarship to play football and run track. A member of two national championship teams and a participant in National's (one of 13 to compete) for indoor high hurdles, Mark understood the importance of hard work and a dedication to team and family. His passion for success led him to a career in fundraising which began at his alma mater. It was there Mark became curious about the impact the national championships he was a part of had on fundraising at the institution. If not for this career path, and the encouragement of his colleagues, he may not have pursued his Doctorate or this research.

Leaving Northwest Missouri State University, Mark joined a former colleague at Avila University in a similar fundraising position. Shortly thereafter, Mark was approached by the consulting firm, Hartsook Companies, Inc., to serve as vice president and on-site consultant for a newly acquired client, the Pro Football Hall of Fame in Canton, Oh. Following a year with the Hall of Fame, Mark ventured upon a position overseeing all fundraising and communications activity for a local nonprofit in Kansas

City, Mo, the Don Bosco Centers. Several years later, Mark found his niche – a hybrid between higher education and nonprofit work – at Agriculture Future of America (AFA) in Kansas City, Mo. A national nonprofit, AFA provides leader development training for college men and women as well as young professionals from across the country. Mark currently serves as vice president of development and communications for AFA.