

FACTORS INFLUENCING INTERCOLLEGIATE ATHLETICS FUNDRAISING
STRUCTURE: A SURVEY AND THEORY DEVELOPMENT

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ABSTRACT

Intercollegiate athletics and fundraising expectations, at institutions of higher education, continue to increase and the pressure on athletic fundraisers has never been greater. There has been little study on the effects of organization structure and design and its effect on fundraisers that work to raise funds for the athletic department. This study sought to explore the factors that contribute to athletic fundraising organization structure at NCAA Division I institutions. Using a survey and a semi-structured qualitative interview, with NCAA Division I head athletic fundraisers, research questions were crafted to gain a deeper understanding of the factors that contribute to organization structure. The researcher found that most athletic fundraising organizations in this study are organized in a hybrid organizational structure, are typically smaller than three employees, and are organized with the athletic director being the most influential leader in the organization design. As this paper was exploratory in nature, there are significant opportunities for additional research including a deeper understanding of the relationship between the university president, the athletic director, and the leader of university fundraising.

DEDICATION

To Granny, Mamaw, Grandma Edwards, Grandma Whitted, Mom, Micah, Jodi,
Mary Claire, and Lyndi.

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LIST OF ABBREVIATIONS

NCAA, National Collegiate Athletic Association

SPSS, Statistical Package for Social Sciences

CEO, Chief Executive Officer

CHAPTER I

INTRODUCTION

Philanthropy was defined by Payton and Moody (2008) as a “voluntary action for the public good” (p. 2). This definition may include the giving of cash, stocks, various deferred and estate planned gifts, or voluntary service. Fundraising, a subsection of philanthropy, is much more specific and is defined by the American Fundraising Professionals (2003) as “the raising of assets and resources for the support of an organization or a specific project” (p. 54). Fundraising continues to play a significant part of philanthropy.

Fundraising has been part of the human experience since ancient times. For example, the ancient Romans have shown several examples of their thinking on fundraising. One of the first known examples comes from Cicero, the Roman diplomat who wrote *On Moral Obligations*, (as cited by Bremner, 1996) a book of instructions on how to live for his son. In this book, he discusses three main thoughts on giving. First, the gift should not be harmful to the recipient or other. Second, the gift should not exceed the donor’s means or impoverish his/her family. Lastly, the gift should be cognizant of the recipient of the gift (Bremner, 1996). Although Cicero wrote this several thousand years ago it is still relevant to fundraising today as these principles can still be used within modern philanthropy.

While the ancient Romans were involved in and discussed fundraising, the professionalization of fundraising did not began in earnest until the 19th century in the United States (Sargeant & Shang, 2010). During this time there was an explosion of wealth due to the

industrial revolution and the consolidation of several industries such as petroleum, railroads, and finance (Chernow, 2010). In 1873, in one of the first known instances of organized fundraising, Samuel Emlin started the Germantown Relief Society (Cutlip, 1965). This society sought to provide financial support to the poor workers who would be affected by the closure of manufacturing factories in the Philadelphia area (Cutlip, 1965). Highly organized for its time, the Germantown Relief Society divided the city into eight divisions and created a committee for each division to respond to the needs of the community. A central office and a paid superintendent to manage the affairs of the organization were also created (Cutlip, 1965).

Today, fundraising is a highly coordinated and integrated business that allows organizations to advance their missions. According to the National Philanthropic Trust, a total of 373 billion dollars were given to charities in the United States in 2015, representing 2.1% of the gross domestic product (Trust, 2017). Of this fundraising, education is the second highest nonprofit sector of fundraising behind only the religion sector and represents a total of 15% of the total fundraising number (Statistics, 2016).

Fundraising has been particularly important in the formation of higher education in the United States (Thelin & Trollinger, 2014). In particular, John Winthrop, William Penn, and Cotton Mather were a few early fundraising leaders who helped create higher education institutions that still stand today, including Winthrop and Penn Universities (Sargeant & Shang, 2010). Harvard University is a particular institution that has used fundraising to propel their organization to the forefront of American and world higher education. The first professional campaign to raise money for Harvard began in 1641 as the Massachusetts Bay Colony sent three clergymen to England to solicit money to be used to educate Native Americans at the school (Cutlip, 1965). By using alumni campaigns and implementing alumni giving, Harvard was able

to use the largesse of their alumni and friends to create a world class institution (Christensen & Eyring, 2011).

Charles Eliot, Harvard's President during the opening of Harvard Stadium in 1904, staked out a much different viewpoint on fundraising than his peers at other American higher education institutions. Rather than relying on mega gifts that sustained institutions, such as Stanford and Johns Hopkins, Eliot and his staff took the institutional building route and built the college's endowment instead of focusing those gifts toward construction projects and academic planning (Thelin & Trollinger, 2014). Another university that recently was extremely successful in fundraising with a very different strategy and still was increasing the endowment was Berea College (Thelin & Trollinger, 2014). Berea College's endowment has grown from \$150 million in 1985 to \$1.1 billion in 2007 as the president of that institution focused on providing an affordable liberal education to people in the eastern Kentucky Appalachian region. A significant number of donors for this transformation were from New York City and the Northeast (Thelin & Trollinger, 2014). As shown by the examples above, philanthropy can significantly impact organizations of higher education.

Fundraising has played a vital role in the continued functioning of distinctive organizations such as Harvard University, Stanford University, and Berea College. Higher education's reliance on fundraising has only continued to increase (Winston, 1999). Public expenditures for higher education have continued to drop and many institutions now feel that they are state assisted rather than state supported (Weerts & Ronca, 2006). For example, during the 2017 fiscal year budget at the University of Tennessee at Chattanooga, the state supports 30% of the full university budget with a direct subsidy of \$46 million of a total budget 153 million. This is down from 48% of the budget in the 2008 fiscal year (Office, 2017). State

appropriations have continued to become a lower portion of the overall budget for most institutions of higher education (Mitchell, Palacios, & Leachman, 2014).

To find alternative sources of funding, many institutions of higher education have worked to increase their capabilities in fundraising (Holmes, 2010). A particular area where higher education institutions have put an emphasis on fundraising is intercollegiate athletics. Although ancillary to the core mission of higher education, intercollegiate athletics is extremely popular and has been shown to provide a variety of benefits to institutions such as an increasing general giving to the university, increased aptitudes of students, and increased national exposure and branding for the institution (Goff, 2004). The pairing of intercollegiate athletics is mostly a North American phenomenon as other parts of the world do not sponsor intercollegiate athletics.

Intercollegiate athletic competitions have been used by institutions of higher education as a mechanism to build relationships with alumni and friends (Goff, 2004). These competitions in the United States date back to August 3, 1852, which involved a boat race between Harvard and Yale in New Hampshire (Clotfelter, 2011). Even this original competition was influenced by corporate fundraising. A local railroad company paid for the winner of the boat race to have a vacation after the event (Smith, 1993). From the beginning of intercollegiate athletics, within universities, these organizations have continued to flourish. For example, the National Collegiate Athletic Association (NCAA) now sponsors intercollegiate competitions with over 1,200 schools divided into three levels based on their competitive level of competition (NCAA, 2015).

Today, intercollegiate athletics is a business and affects nearly every institution of higher education in the United States (Duderstadt, 2009). The NCAA stratifies its member schools into three levels, with Division I being the most competitive and intense level of competition. At the NCAA Division I level, there are coaches with multi-million dollar salaries and brand new

football and basketball facilities that cost hundreds of millions of dollars to build (Hobson, 2015). In addition to the spending on campuses, the NCAA in 2016 signed a television deal for the broadcast rights of the annual men's basketball tournament worth 8.8 billion dollars (NCAA, 2016). As both revenues and expenses have increased, the need for fundraising in intercollegiate athletics has continued to increase in importance due to the operational needs of an institution and its athletic department.

Intercollegiate athletics and intercollegiate athletic fundraising is a pairing that has become central to the college and sport culture within the United States (Navarro, Haslerig, Bernhard, Houston, & Raphael, 2015). As there are a variety of organizational forms within fundraising for higher education there are also a multitude of organizational forms for fundraising for athletics (Walker, 1994). Organizations that fundraise for intercollegiate athletics can take many forms and accomplish their goals in many ways.

Organizations of higher education find many ways to organize athletic fundraising. For example, from the researcher's perspective at a small private school in the Midwest, athletic fundraising is structured within the athletic department with no major gift program. At another Midwestern public university, athletic fundraising is organized by the university foundation and reported to the chief development officer rather than the athletic director. There has not been much research completed on the organization structure of intercollegiate athletics fundraising programs. Through this study, a further understanding of how these organizations are structured may be gained.

Statement of the Problem and Purpose

Fundraising for intercollegiate athletics has not been identified with a specific organizational structure within institutions of higher education (Walker, 1994). Specifically, the current study explored how intercollegiate athletic fundraising organizations are currently structured in addition to using semi-structured interviews to explore how people within the organization view the organizational structure. Additionally, this research will be designed to discover how athletic fundraising organizations within higher education are structured and how these structures affect athletic fundraisers.

Research Questions

There are several questions for this research study. These questions include:

1. Will there be a difference between athletic fundraising organization structure and staff size?
2. What is the current structure of athletic development operations in Division I institutions?
3. What are the characteristics that differentiate athletic development operations into a centralized, hybrid, or decentralized models?
4. Within centralized, decentralized, and hybrid models, how do athletic fundraisers view the functioning of their organization?
5. What messages are sent from athletic departments and universities with their websites for athletic fundraising?

These questions will be answered using both qualitative and quantitative methods. These methods include a survey and a semi-structured interview. As this study will be mixed methods in design, both research paradigms will be used to answer the study questions.

Significance of the Study

Little research has examined how organizational structure is used to make athletic fundraising organizations efficient and effective. Moreover, the organizational structure of athletic fundraising organizations is complex and dependent upon its placement within institutions of higher education, its ability to utilize a centralized or decentralized structure of fundraising, and the consumer philanthropy aspect of athletic fundraising.

Organizationally, athletic fundraising has not yet been assigned a consistent organizational place within institutions of higher education (Walker, 1994). Many times this department, responsible for philanthropic giving to athletics, resides either inside the institutional development office or in the athletic department. Walker (1994) found that 79% of athletic development officers identified the relationship between athletic development and institutional development offices as strained at best. For example, a donor to athletics may also be interested in supporting another unit on campus. Without a consistent location in the organization for a donor to work with, it may be difficult for a donor to manage the bureaucracy of the institution.

In a centralized model, athletic development staff would hypothetically be part of the institutional advancement team. With this model, the staff could be much more willing and able to pass the donor to another development officer who would be more knowledgeable about how donated funds would be able to support other programs (King, Sexton, & Rhatigan, 2010). An increase of split donors, or donors who give to multiple units on campus, could be another possible benefit to this type of organizational structure. This type of donor has been shown to provide larger total gifts to the institution compared to athletic or academic-specific donors

(Stinson & Howard, 2010a). This classification of donors would flourish in an environment that allows athletic and academic development officers to work together as a team.

In a study completed by Frey (1994), the athletic department was analyzed as a deviant subunit. Organizational deviance is described as collective rule-breaking that helps the organization reach goals (Frey, 1994). Athletic departments want to win, and many times they may bend university rules to reach those goals (Frey, 1994). One of the most recognizable ways that a university athletic department can be deviant is by allowing improper acts by their boosters. For example, a booster might provide gifts and/or expensive dinners to highly ranked recruits for the football team. This type of booster behavior is clearly against the institution and NCAA rules. Some athletic departments' rogue behavior could cause problems for the institution as a whole because athletics is known as the "front porch" (Suggs, 2009, p. 13) or the first part of the higher education institution that the general public experiences. When scandals or other deviant behavior occurs, the scandals can taint the entire reputation of the university. The institution could be well served by providing additional oversight and having the athletic department's fundraising staff housed in the institutional development offices (Frey, 1994; King et al., 2010). This research was completed prior to the enactment of Name, Image, and Likeness (NIL) legislation in 2022. Essentially, student-athletes can now be compensated for organizations using their images to market and promote products and brands. This will have considerable impact on external operations of the athletic departments and in particular the athletic fundraising staff.

Fundraising is an emerging profession as it is moving steadily toward a more professional state (Caboni, 2010). A profession is typically exemplified by mastery of a specific body of knowledge and ideal of service to a client (Caboni, 2010). As fundraising has attempted to

professionalize, the development officer has become responsible for two specific clients, the institution and the donor. Development officers are charged with soliciting donors who can benefit the institution. By being located in the institutional development office, the athletic development staff could better serve both the institution and the client (King et al., 2010).

Professional regulation is critical for the continued growth of fundraising as a profession. Professional regulation is the socialization process where members of a profession have certain norms and mores that practitioners learn as they practice their profession (Caboni, 2010). By placing athletic development staff in the institutional development office, peer-to-peer relationships can develop that make the less experienced athletic fundraisers more effective in their fundraising roles (Caboni, 2010). This type of fundraising structure is known as a centralized approach. In this model, there are a number of benefits for the institution. These include clear donor management and coordination, the institution's ability to effectively manage the entire fundraising environment and the ability to rally a team of fundraisers to tackle athletic fundraising issues (King et al., 2010). This is important because fundraisers could benefit from being around other like-minded professionals.

While there are a number of positives that could occur with athletic development being housed in the institutional advancement office, there are negative issues that could arise as well. One of the most important issues is the unity of command law of administration would be broken (Simon, 1965). Unity of command is a classic administration tenet that states there should be a single person whom a subordinate is expected to obey (Krause & Semadani, 2013). By moving the athletic development staff to the institutional development office, the unity of command is broken. Instead of being subordinate to the athletic director, the athletic development staff would

be expected to report to the chief development officer. This creates a situation where the athletic development staff could be asked to complete two conflicting tasks by their supervisors.

For example, the athletic development staff could be asked to focus on a capital campaign for the athletic department by the athletic director. At the same time this professional could be asked to assist other campus development officers with the annual giving campaign. This could create a variety of problems for athletic development offices (King et al., 2010). For instance, when there are distinctly different instructions given to the athletic development professional by the development and athletic offices there are a variety of paths the athletic professional can take. In this situation, the unity of command is clearly broken or at least compromised. Gannon and Paine (1974) completed a study that supported the strict use of the administrative principle of unity of command. They found that using this principle resulted in managers being much more successful. In organizations where this principle was not implemented, managers were found to be less successful in their roles. Overall, there has been little research on the function of the unity of command on athletic fundraising structures.

Another problem with housing the athletic development staff in the institutional development office is that the institutional development office could be responsible for paying all the salaries of the development staff. To create better working arrangements for development officers, various organizational arrangements may be tried. An example of one of these arrangements could be a decentralized organizational structure.

A benefit of a decentralized fundraising organization is that the main institutional advancement office would be able to collaborate with the athletic department and provide more resources toward the athletic fundraising function. Grunig (1995) found fundraising organizations that moved toward a decentralized fundraising structure were able to raise more

money than their centralized counterparts. The reasoning for this increase is fundraising organizations that use joint resources to supply fundraising staff would be able to employ more fundraisers and therefore have more people soliciting gifts for the university or college (Grunig, 1995). A centralized organization is where the fundraising function for the entire university is housed within the same functional department. A decentralized fundraising organization is where individual academic departments or the athletic department is responsible for their own fundraising. In a decentralized organization, there is little to no coordination with a central development office.

The decentralization of athletic fundraising offers a variety of positive benefits to the institution. These benefits include that staff are dedicated to athletic fundraising, understand athletics, and can be involved in additional athletic efforts such as sports team management or athletic event management (King et al., 2010). For example, the decentralized approach to fundraising would allow the athletic coaches and the athletic development staff to have more coordination for sport-specific fundraising. In this model, coaches and athletic development staff would be able to work together to a much greater degree than in the centralized approach to fundraising.

When the athletic development staff reports to the athletic director, a greater degree of coordination could occur between the goals of the department and the athletic development staff. Also, the resource generation activities other athletic department functions are responsible for such as the ticket office or corporate sales can be more easily coordinated (Stinson & Howard, 2010b). For instance, a local supermarket may have multiple agreements with the athletic department that require the ticket office, corporate sales, and athletic fundraising to implement all of the agreements successfully. The supermarket may receive, in exchange for a specific

amount of money, tickets to athletic events, advertising, signage at athletic events, and athletic television and radio broadcasts, as well as preferential parking and hospitality at football and basketball games. All these benefits need to be coordinated. By placing the athletic development staff in the institutional advancement offices, a great deal of this coordination could be lost.

Athletic fundraising is also fundamentally different from the fundraising that occurs in the institutional development office. Development officers in the centralized development office are concerned with the philanthropic side of giving, whereas the development staff for athletics, in addition to the philanthropic giving, are responsible for consumer philanthropy (Gladden, Mahony, & Apostoloupou, 2005). Consumer philanthropy occurs when benefits are given back to the donor in recognition of their donation (Gladden et al., 2005). For example, Gladden et al. (2005) found in their study of three Division I schools' athletic donors, nearly 50% of those donors gave to the athletic department because they receive preferred athletic tickets, hospitality, and other ancillary benefits. Institutional advancement offices are primarily concerned with the traditional type of philanthropy where the donor gives because s/he wants to make a difference or wants to give back because the institution helped him/her succeed. Many centralized development offices may not be equipped to help or lead the fundraising efforts for athletics.

From this brief discussion of athletic fundraising structure, there is a great deal of complexity that exists when designing athletic fundraising organization structures. There appear to be both positives and negatives to each of the organizational structures described. While this is not an exhaustive list, it does show how complex and nuanced organizational structure within athletics fundraising can be structured. This study is significant due to the lack of formal study of organizational structure within higher education's intercollegiate athletic fundraising programs. Since Walker (1994) studied athletic fundraising organizations using systems theory, there has

been little to no academic research completed on how organizational structure is used to make athletic fundraising organizations efficient and effective.

Definitions of Terms

Athletic director - means an individual responsible for administering the overall athletic program of an educational institution (Statutes, 2017).

Athletic Fundraising - Fundraising within institutions of higher education and individual donors specifically for the benefit of intercollegiate athletic departments (Kelley, 2012).

Division, I Athletics - The NCAA classifies intercollegiate athletics based on the number of sports and scholarships offered. Division I is the highest level of intercollegiate athletics, as a minimum of 14 sports must be offered and a higher minimum level of scholarships (NCAA, 2015).

Fundraising - The raising of assets and resources for the support of an organization or a specific project (Sargeant & Shang, 2010).

NCAA - National Collegiate Athletic Association, the governing body for intercollegiate athletics (NCAA, 2015).

Organizations – A consciously coordinated social unit, composed of two or more people, that functions on a relatively continuous basis to achieve a common goal or set of goals (Judge & Robbins, 2015).

Philanthropy - Charitable giving of resources such as time, money, and association (Sargeant & Shang, 2010).

Delimitations

This study will not be exhaustive across all the higher education domain. As such, the delimitations of the study included the survey sample consists of only schools that are included in NCAA Division I. Even though there are many different types of schools included within NCAA Division I, the sample of these schools would not be representative of all universities and colleges in the United States or the world. These schools have also self-selected themselves as being interested in Division I athletics and willing to make the investment that this classification requires.

Another delimitation of this study is that the researcher plans to use a purposive sample with semi-structured interviews. A purposive sample will allow the researcher to select participants that represent various classifications within NCAA Division I and will hopefully allow there to be a wider and diverse set of answers to the semi-structured interview question.

Limitations

As discussed earlier, a limitation of this study is that NCAA Division I is not representative of all colleges and universities within the United States. While using grounded theory to work toward creating a theory of the organizational structure of athletics development, the generalizability of the survey and the semi-structured interview tool will not be as comprehensive as possible, including all colleges and universities with athletic departments in the study.

Summary

Fundraising continues to be an important topic within the management of colleges and universities. This is especially true within colleges and universities that are publicly supported. As athletic departments are not central to the academic mission of the institution, there continues to be a reliance on fundraising to support the budgets and mission of most, if not all, of the institutions in this study. This study is designed to continue the study of the organizational structure of athletic fundraising departments for them to be organized and managed for the most effective and efficient outcome for the institution and the students who attend.

CHAPTER II

LITERATURE REVIEW

There is a much smaller body of literature that focuses on organizational structure within institutions of higher education, and an even smaller amount of work that has focused on the organizational structure of fundraising structure and athletic fundraising organizational structure. This literature review has shown the importance of several theories to this study, including contingency theory, open systems theory, equifinality, and organizational culture. These theories all contribute in different ways to the study and bring a different perspective, which the researcher can use to begin to build a new theory around the organizational structure of athletic fundraising organizations.

Funding and Financing of Higher Education and Intercollegiate Athletics

In 2008, philanthropic income, in the United States alone, amounted to \$307.65 billion given to the nonprofit sector (Sargeant & Shang, 2010). Over \$40 billion of the total amount of philanthropic giving was directed to educational institutions (Sargeant & Shang, 2010). Higher education in the United States represented a large amount of philanthropic giving to educational organizations.

While this represents a large revenue source for institutions of higher education, the costs of higher education continue to increase (Johnstone, 2001). A number of reasons for this increase involve the expenses of higher education. These include:

- State governments shifting the cost burden from taxpayers to students and families.
- Private colleges giving higher percentages of aid that result in increases in the tuition bill.
- Faculty compensation increases are exceeding compensation in the prevailing economy.
- Higher education has been spending more resources on technology and physical plants (Johnstone, 2001).

As higher education has dealt with an increase in expenses, colleges and universities have been forced to turn toward fundraising as a viable means to cover their increasing budgetary needs. Fundraising for higher education has also had additional increases in the cost of doing business. To fund these additional costs, foundations and universities have continually turned to increased institutional support, unrestricted gifts, management fees on the endowment, gift fees, and other means to provide the resources needed for their operations (Holmes, 2010).

While the expenditures of higher education have continued to increase, the public support for higher education has continued to decline. There are a variety of factors that influence the number of state appropriations that a public institution receives. This includes availability of student financial aid, new policies that increase the cost for out of state students, state levels of debt, and Medicaid expenditures (Okunade, 2004). Weerts and Ronca (2006) found that since 1978 state appropriations to public institutions had dropped more than 40% after being adjusted for inflation. Since intercollegiate athletics exist within the universe of higher education institutions, and as these state appropriations have declined, there has been significant pressure on athletic departments to fundraise and support their programs. Intercollegiate athletics could play a significant role in the state appropriation that an institution receives (Humphreys, 2006).

Expenses have also increased a great deal to fund operations of athletic departments across the country. Many highly visible intercollegiate athletic departments at the NCAA

Division I level report operating expenses over \$100 million per year (Berkowitz, Wieberg, & Upton, 2012). For example, the University of Texas reported spending \$133 million on intercollegiate athletics during the fiscal year 2012, an increase of \$53 million from five years earlier (Berkowitz et al., 2012). Another example that highlights the importance of fundraising to intercollegiate athletic department's budget is the case of Fresno State. In 2001, Fresno State received philanthropic gifts of \$7 million to the athletic department. For the year, this represented over 43% of the total athletic department budget (Stinson & Howard, 2010b). Intercollegiate athletics has also become a more commercial enterprise and the importance of fundraising for these programs is only becoming more pronounced (Howard & Crompton, 2005).

While these expenditures may seem excessive, there is research showing ancillary benefits to an intercollegiate athletic department at a college campus. Suggs (2009) pointed out that some of the benefits could be “presence building, encouraging enrollment, connecting with statewide constituencies, and entertaining elected supporters and donors” (p. 21). Intercollegiate athletics may also increase the amount of exposure that a university receives in newspapers and magazines and could provide valuable exposure for student recruitment (Goff, 2004). The indirect effects of the department seem to be more tilted toward increased exposure and presence building.

With fundraising increasing in importance to athletic department finances, there has been more and more research focused on this phenomenon. Much of this literature is based on the importance of winning athletic programs positively impacting giving to the athletic department and universities. Martinez, Stinson, Kang, and Jubenville (2010) completed a meta-analysis of the literature about intercollegiate athletics' effects on giving to universities, finding that intercollegiate athletics has a small but significant effect on institutional fundraising. Effects of

success are strongest when institutional giving is considered, alumni donors are more influenced by winning than non-alumni, football is a primary driver of influence from the athletic department, and both public and private schools' giving is influenced by intercollegiate athletics (Martinez et al., 2010).

This would represent a mostly positive effect of intercollegiate athletics on institutional development. There have been a number of studies that have looked at the potential crowding out effect of athletic giving on the institution. King et al. (2010) analyzed the importance of fundraising for both academic and athletic programs. They cite instances where an athletic giving relationship has been translated into gifts for the academic operations. Stinson and Howard (2010a) looked qualitatively at donors who gave to the athletic department and the institution. What they found was that most donors were motivated to give to academics and athletics for very different reasons.

For example, athletic donors are much more likely to give to the athletic department to receive access to game tickets and parking passes, whereas academic donors are much more likely to give for more charitable reasons. Gladden et al. (2005) found that athletic donors give to support the athletic program, gain access to premium seats, help student-athletes, derive entertainment and enjoyment, and receive membership benefits. Since there may be a reasonable difference between the two donors, it may be important for different employees to work with academic and athletic donors. Another study found that success of the athletics programs is a byproduct of athletic giving and vice versa (Coughlin & Erikson, 1984). The researchers found that developing the academic and athletic talents of the student-athlete, maximizing student participation in intercollegiate athletics, promoting morale within the university and university

constituencies, and assisting in the development of athletic programs as reasons why they give to the athletic department (Coughlin & Erekson, 1984).

As fundraising has become a vital source of revenue, athletic departments have hired professional staff to manage the fundraising effort. Howard and Crompton (2005) found that it was common to find one or multiple people in an athletic department whose primary responsibility was to prospect, cultivate and solicit donors for gifts to the athletics department. Many athletic departments use athletic support groups to increase giving to athletic departments. For example, Clemson University has over 25,000 giving members in their athletic support group and raised more than \$9 million in 2002 (Howard & Crompton, 2005). Working with these athletic support groups can result in very large gifts to the college or university. In 2006, Boone Pickens made a gift of \$165 million to the athletic department of Oklahoma State (Clotfelter, 2011).

Media Content of Athletics Fundraising

Fundraising is also influenced by the brand of the university and the message selected to send to various constituent groups via their websites and other electronic media. Wallace, Wilson, and Miloch (2011) completed a content analysis of Facebook posts by the NCAA and all of the Big 12 conference members (e.g., Baylor University, Kansas University, Iowa State, etc.). They found that the majority of the posts focused on both winning and the excitement that comes with it or emphasizing a major rivalry for the school. In another study, Ruibley, Pate, and Hardin (2012) completed a content analysis of athletic department websites. They concluded that college athletic departments do not focus on priorities of the department, but rather use their websites as a place that holds everything and all information about the department. The researcher was

unable to find any information as it pertains to fundraising websites and the content analysis of their information.

Organizational Structure and Taxonomy of Organizations

Management and integration of athletic departments and institutional development offices are critical as we look at their operations. To achieve the end goals of the institution, it is important to define the organization. Organization is defined by March and Simon (1993) as systems of coordinated action among individuals and groups whose preferences, information, interests, or knowledge differ (p. 2). Organization theories discuss the interplay between, autonomy, resources, and leadership and direction the variables and factors that play into the organizations make up and design. Typically, all organizations have the following four elements: more than one person is needed, the members' contributions are specialized, these specialized functions are coordinated, and a common end or goal is being sought (Chelladurai, 2005).

Mintzberg (1980), in one of the seminal articles on organizational structure, used the number five to elucidate the basic parts of all organizations and the taxonomy of organizations. The five basic aspects of all organizations are the operating core, the strategic apex, the middle line, technostructure, and support staff (Mintzberg, 1980). The operating core is employees who produce the main products and services for the organization strategic apex . The consists of the most senior managers within the organization. The middle line is composed of managers who sit in a direct line of formal authority between the people of the strategic apex and operating core. The technostructure is the analysts, out of the formal chain of command who apply specialized skills to smooth out the functioning of the organization. Lastly, the support

staff includes employees that provide indirect support to the entire organization. These could include but not limited to legal counsel, public relations, budget support. See Appendix A for a diagram of the five basic parts of an organization (Mintzberg, 1980).

Within the same article, Mintzberg (1980) created a taxonomy of five structures based on his review of the literature of organizational design. The five structures or configurations of organizational structures are simple structure, machine bureaucracy, professional bureaucracy, divisionalized form, and adhocracy. These structures provide a generalized understanding of the significant forms of organizations found today. While not comprehensive, it is a taxonomy that allows researchers to begin to further their understanding of organizational structure and design.

The simple structure of organizational structure is exemplified by “little or no technostructure, few support staffers, a loose division of labor, minimal differentiation among its units, and a small middle line” (Mintzberg, 1980, p. 331). Within organizations of this type, there is very little formalization in processes and the majority of the decisions are made by the founder of the firm or the chief executive officer. In addition, the environment of organizations structured in the simple structure typically faces simple environments that can allow for a single or small group of people to be quick and nimble with their decision-making. Some organizations that display this organizational structure usually have not had much time to mature and are much smaller in nature.

An additional organizational type of organizational structure is a machine bureaucracy. A machine bureaucracy is an organization type that is characterized by very specialized functions, routine tasks within those functions, a strong centralized authority structure and highly formal and distinct distinction between administration and front line

staff (Mintzberg, 1980, p. 332). Machine bureaucracies are typical of manufacturing firms that are highly dependent on the standardization of work processes to coordinate their work. In addition to being highly standardized, machine bureaucracies are largely controlled by the technostructure of the organization because they are highly controlled centrally. Machine bureaucracies can typically be found in organizations that have simple repetitive work such as manufacturing companies, insurance companies, the post office, and airlines (Mintzberg, 1980).

The professional bureaucracy organizational form is another organizational structure found in Mintzberg's (1980) article. This organizational type is characterized by standard operating norms among skills and talented members of the organization. These organizations use coordinating mechanisms to coordinate more decentralized work and typically have highly trained and independent workers and are given considerable autonomy to do their work (Mintzberg, 1980). This organizational design usually appears in organizations that have an environment they operate in that is both stable and complex. The complexity of the environment drives these organizations to use extensive training programs and education to operate relatively autonomously from managers. In addition, an interesting facet of this organizational structure is that clients and customers are served by a specific department of the professional bureaucracy. Mintzberg (1980) uses the example of the chemistry department in institutions of higher education. The chemistry department services and teaches students that are interested in the subject and offers degrees in this specialized body of knowledge.

The divisionalized form of organization is not a completely separate organizational type but is more an amalgamation of several of the previously described organizational types (Mintzberg, 1980). This structure is characterized as

A market-based one, with a central headquarters overseeing a set of divisions, each charged with serving its own markets. In this way there need to be little interdependence between the divisions and little in the way of close coordination. Each division is thus given a good deal of autonomy. The result is the limited, parallel form of vertical decentralization, with the middle line emerging as the key part of the organization. Moreover, without the need for close coordination, the large number of divisions can report up to the one central headquarters. The main concern of that headquarters then becomes to find a mechanism to coordinate the goals of the divisions with its own, without sacrificing divisional autonomy. (Mintzberg, 1980, p. 335)

Within the divisionalized form the technostructure and support staff are relatively small as the majority of these functions reside within the specific division. While any type of organizational arrangement could be used with the specific divisions the divisions are typically driven by the Machine Bureaucracy structure (Mintzberg, 1980). Many of the largest companies in the world exhibit the divisionalized organizational form.

The adhocracy organizational typology is the last structure identified by Mintzberg (1980) in his seminal work. The adhocracy organizational configuration is very different from any of the other organizational configurations. Adhocracies are organizations that have little to no formalized behavior, and use focused specialized professionals to accomplish their work, use a liaison model for coordination, and exhibit the least of the classical principles of management (Mintzberg, 1980).

Adhocracies are typically used in organizations whose environment is both dynamic and complex. This organizational configuration had become very popular in business and industry as a way for organizations to organize (Mintzberg, 1980). While the previous discussion on organizational configurations were being described as pure forms of organizational structure, rarely do organizations exhibit these pure forms but rather come together as various blends of all of the organizational designs (Mintzberg, 1980).

An organization of higher education could be considered a professional bureaucracy (Mintzberg, 2000). Professional bureaucracy is a classification of an organization where the members in the organization are typically given many years of training, close supervision by other professionals, have internalized a set of professional standards, and have a large amount of autonomy over their work. These organizations also tend to have very flat organizational structures and have problems with coordination (Mintzberg, 2000). In comparing both athletic departments and institutional development offices, both have characteristics of a professional bureaucracy. For example, in an athletic department, the coach would be considered the point of reference for the professional. Coaching professionals typically have large amounts of autonomy in how they operate and manage their respective teams (Chelladurai, 2005). The administrative function of the athletic department is typically focused on allowing the coach to focus on their team rather than raising funds for their operations. In respect to the professional bureaucracy of the institutional development office, the focus of the development office is the major gift professional.

While higher education and in particular, the athletic department and institutional advancement office, exhibit tendencies of professional bureaucracies, they tend to be more complicated organizations due to higher education's problems of organization, mission and management, power struggles, and complicated environments with multiple stakeholders (Birnbaum & Edelson, 1989). There are a number of issues and problems of organizing higher education. One of the problems found in literature is the dualism of control. Dualism of control is where there is an organizing mechanism for faculty and then there is a separate organizing function for administration (Macfarlane, 2015). Birnbaum and Edelson (1989) said that "Administrative authority is predicated on the control and coordination of activities by superiors;

professional authority is predicated on autonomy and individual knowledge. These two sources of authority are not only different but in mutual disagreement” (p. 10). This issue can be seen where an athletic director must manage a football coach. The football coach has professional authority and clearly has more football knowledge than an athletic director. While the athletic director has more administrative authority, s/he could be well served by trusting the football coach to manage the day-to-day of the football team.

Problems with mission and management was another issue brought to the forefront in organizing organizations of higher education and the literature. Colleges and universities are increasingly becoming “diverse, fragmented, specialized, and connected with other social systems, institutional missions do not become clearer; rather, they multiply and become sources of stress and conflict rather than integration” (Birnbaum & Edelson, 1989, p. 11). Colleges and universities have a multitude of disparate areas that these institutions are attempting to be successful and there is no unifying metric such as profitability that unifies their mission. Typically, colleges and universities focus on a mission of teaching, research, and service and each of these requires different administrative and organizational structure to be successful (Perkins, 1973). He also fails to mention the missions of the athletics department, individual academic units, and at times the auxiliary units of colleges and universities. Each of these various missions could have conflicting issues that arise as they strive to achieve their own missions. Morphew and Hartley (2006) found that most research completed on mission statements in colleges and universities have concluded that rather than providing clarity and focus, these statements are crafted to provide maximal flexibility for the organization to pursue varied missions. This would make sense, as there is a multitude of areas that a college or university is pursuing excellence in.

Systems Theory

Another way to think of the athletic department and the institutional development office is to think of them as open systems. Organizations are open systems when they are influenced and influence the social, cultural, and economic conditions of the community that they operate. Closed systems are paradoxical to open systems in that these systems restrict interactions with the environment and rely on their own resources to continue systems functions (Bess & Dee, 2008). Chelladurai (2005) said that organizations as open systems

depend on society for their resources, and, in exchange, they provide products or services for that society. For example, a university receives from the society or government the funds and facilities necessary for its survival and growth. In return, the university provides a service to the society by educating its youth. (p. 73)

Viewing organizations from a systems based approach began in the 1950s as Von Bertalanffy (1972) used his background in mathematics and biology to begin to see various similarities in how organizations operate and commonalities with mathematics and biology as relevant to organizations and their operations. Von Bertalanffy (1972) named his theory, as applied to fields as math, biology, business, and organizational behavior as general systems theory. An important aspect of this theory as applied to organizations is that systems are separated from their environment and other systems by boundaries. Boundaries allow “the system to define its identity, provides protection for the system through its filtering or selection mechanism, and acts as point of contact and exchange with other systems in the environment” (Bess & Dee, 2008, p. 95).

An important aspect of boundaries in open system theory is the permeability of the boundary. Boundary permeability is “the degree to which they [organizations] are open or receptive to inputs” (Leifer & Delbecq, 1978, p. 41). While a whole organization can be

characterized as being permeable or not, there are typically various subunits within the larger organization that are more or less permeable to the environment (Leifer & Delbecq, 1978). For example, within higher education, a community college would be much more permeable to the environment than an elite private Ivy League institution. The community college would need to be more responsive to the local community due to the resource exchange needed. An Ivy League institution would be less permeable due to high demand for admission slots and large endowments that insulate the institution from the environment. “Boundary spanners” (Bess & Dee, 2008, p. 95) are organizational members in higher education organizations that cross boundaries to enact their roles in the surrounding environment. These organizational members are important in maintaining the flow of resources in and out of the organization and making sure that there is a clear and consistent image of the institution to the general public (Bess & Dee, 2008). Both athletic development and university development employees are boundary spanners and help the university to increase exchanges with the environment.

Another important dimension of systems theory is inputs. Inputs are resources or energy that flow into organizations in the form of money, facilities, equipment, supplies, raw materials, and human resources (Chelladurai, 2005). In addition to resources as inputs, Nadler and Tushman (1980) discussed three additional inputs that affect organizations in systems theory. These inputs include the environment, organizational history, and organizational strategy. The environment is an input because “the environment may place constraints on organization action” (Nadler & Tushman, 1980, p. 41). Organizational history is also another important input and is important because of the cultural norms. Furthermore, the way of operating within the organizational system is largely predicated by the key events that have taken place in the organization’s history (Nadler & Tushman, 1980). Lastly, the strategic decisions of the

organization are an important input that can be overlooked. Nadler and Tushman (1980) said “strategic decisions implicitly determine the nature of the work the organization should be doing or the tasks it should perform (p. 41).

Within systems theory, after organizations receive various items from the environment as inputs, it is then the organization’s responsibility to transform those inputs into outputs. This transformation or throughputs include “all the processes instituted by the organization to convert or transform the inputs/resources into desirable outputs such as goods and services” (Chelladurai, 2005, p. 83). While organizations use throughputs to transform inputs into outputs, systems theory cannot be used to describe the specific actions and processes that move inputs to outputs (Bess & Dee, 2008). W. S. Scott (1992) said that the purpose of all systems analysis is to look at the descriptions of the inputs and have an understanding of the outputs to understand the system.

Once inputs have been transformed by organizational processes, these resources become outputs of the system. The quality of the outputs produced by the organization are typically how organizational effectiveness is measured (Cameron, 1980). Outputs and their acceptability to the environment are a major determinant in the ability of the organization to secure valuable inputs through feedback with the environment (Cameron, 1978). Milstein and Belasco (1973) discussed the importance of this when they studied that a systems value is dependent on the environmental acceptance of its outputs and the availability of its inputs.

For example, in an athletic department, the output most typically associated with success and importance to the environment is winning conference and national championships. The output of the campus academic structure is to produce talented graduates with the skills to make a positive impact on the world around them. Both the university development office and the

athletic development staff are tasked with providing valuable resources to these suborganizations within higher education.

The feedback provided by the environment is critical to the organization so that it can continue to refine and improve the quality of the outputs provided by the system. Typically, in open systems theory there are two feedback loops that serve to regulate the system; an internal feedback loop that focuses on internal structure and processes, and an external feedback loop that provides the system information on the acceptability of the output to the environment.

(Chelladurai, 2005). From management's perspective the idea of internal feedback loops are important to ensure that the organization is primed for success, through goal attainment and efficient structures and processes (Chelladurai, 2005). The external feedback loop is important because this feedback allows the organization to understand if the outputs are acceptable and needed by the outside environment. Colleges and universities have a multitude of ways of understanding how acceptable their outputs are to the greater environment including, placement data for the college or university students, and their starting salaries. Based on this data university administrators could change inputs, change organizational structure, or change boundary spanning subunits to increase this output (Bess & Dee, 2008). Within university development and athletic development, offices the outputs of these organizational subunits should be the inputs for the athletic and academic departments of the university.

Negative entropy is another important term in the open organization system literature. Entropy is the idea that organizations continue to move toward disorganization and eventually will cease to exist (Schneider & Somers, 2006). Negative entropy is the idea that all open systems must work to stave off the entropic process so that they don't move toward disorganization and death, to stop the entropic process, the system must import more energy than the system

expends (Katz & Kahn, 1978, p. 25). Entropy could occur in organizations of higher education as various departments become less and less connected. For example, as a college grows and further integrates with the environment it could become less and less efficient as different groups on campus compete for similar resources from the environment (Bess & Dee, 2008). Using the athletic department as an example, the organization could become more and more disorganized with fundraising if there is not a strong coordination with the athletic fundraising office.

Equifinality is a part of open systems theory that is also relevant to the organizational structure of athletic and university development offices. Equifinality is the idea that while organizations may begin at different stages of development and structure they can eventually produce the same outputs (Von Bertalanffy, 1972). More recently organizational scholars have used the term to signify that organizations can begin with very different organizational structures but can produce similar outputs (Gresov & Drazin, 1997). For example, an athletic fundraising organization that has started over 50 years ago could potentially raise the same amount as an organization that has only within the last few years put an emphasis on raising funds for athletics. Gresov and Drazin (1997) have classified equifinality into four distinct categories based on the structure-function fit of the organization design. These categories are ideal profiles, suboptimal equifinality, tradeoff equifinality, and configurational equifinality (Gresov & Drazin, 1997). The categories presented in the article are a mixture of fit of organizational design to the functional needs of the organization.

Ideal profiles are characterized by a single function and little opportunity for managers to design the organization differently. An example could be an entrepreneurial business where there is a singular goal to be successful in a small market. Suboptimal equifinality is a situation where the organization has several conflicting functions and the organization design options are

constrained due to the various functions needed by the organization (Gresov & Drazin, 1997). The organization faces issues because of an attempt to satisfy one functional need results in another need not being satisfied. An example of this type would be the organization of a business that has multiple functional subunits that have functional overlap. Essentially, managers will decide which function is most important and organize around that function causing the other functions to suffer.

Tradeoff equifinality is where there is a single function to organize the organization around while there are a multitude of options available to organization designers (Gresov & Drazin, 1997). For instance, a manager may functionally organize a sales team around increasing sales. The manager can create a structure that rewards sales by awarding commissions or a base salary. Both structures could create different behavior but the same outcomes of increasing sales. The last category of equifinality is configurational equifinality. This category is exemplified by multiple functional demands and organizational design being unconstrained. An example of this would be a college or university. These organizations organize around the needs of various subunits. Some of these subunits will be deemed more important than others and thus the other subunits will suffer. Large research universities organize their structures around the function of research. Since teaching and service are not emphasized, it may be difficult for the research university to be successful in both teaching and research.

In summary, open systems theory is based on inputs that include environmental characteristics of external political, and cultural factors, resources, competitors, and past managerial behavior. Those inputs are then transformed by the system components of organizational design, groups or coalitions, individuals and their roles within the system. Once the organization has transformed the inputs, they become organizational products that will be

used by the environment to become further inputs and to refine organizational processes. These inputs in higher education would be educated students, research findings, services, employee services, employee satisfaction, and employee motivation and commitment (Bess & Dee, 2008).

External Environments and Power

Within the multiple mission areas in higher education, there is the opportunity for various power centers to occur. Krackhardt (1990) looked at how power structures accrue to both people who occupy central positions of authority in organizations and to those who can create accurate perceptions of where various networks can be activated on their behalf. For example, a person within the business office of a university could wield considerable individual power if they are able to network with the appropriate academic leadership and use that relationship to exert influence upon the organization. Salancik and Pfeffer (1974) studied the concept of power with various academic departments at the University of Illinois. Looking at these different subunits they found that the amount of outside sponsored research and grants that each subunit obtained was related to the amount of power that they had, by giving them more autonomy through the typical university resources provided to the department. Salancik and Pfeffer (1974) looked at power from an organizational unit rather than the individual level.

The external environment exhibits a great deal of influence on college and university organization and structure. There has been a great deal of research completed with the influence of the environment on organizations. As such, it is important to begin with an overview of the various classifications of environments that interact with organizations. The environment consists of social, cultural, political, legal, and economic trends, technological advances, information, and the physical environment (Katz & Kahn, 1978). Katz and Kahn (1978) said that

all organizations function within the cultural environments where they are located, and they must define their legitimacy within legal norms and also constrain their activities to be legal and within the realm of the competitive environment they face.

In addition to the general environment facing organizations, Katz and Kahn (1978) discussed four dimensions of the environment that can be applied to the environmental sectors discussed above. These include stability-turbulence, uniformity-diversity, clustered, and scarcity-munificence. Stability-turbulence refers to how the environment facing organizations is constantly changing. This duality refers to the environment being characterized by being in a state of upheaval or of relative calm. Diversity-Homogeneity is the idea that the diversity of the environments facing the organization causes responses that are more complex by the organization. For example, an athletic department that is at the NCAA Division I level will be facing an environment that expects excellence in men's basketball, football, and women's basketball, whereas a school operating at the Division II level may only focus on women's basketball; therefore, the environment would be more homogenous than the environment in Division I. Clustering-Randomness is the degree to which the environment itself is organized. To continue the athletic department example, the environment facing NCAA Division I institutions to comply with the rules and regulations of the NCAA to participate at this level are rather onerous. A major variable in how an athletic department can respond to the environment is very structured by the NCAA. Lastly, Scarcity-Munificence is the availability of resources in the environment for the organization. This includes not only natural resources but also the human capacity and technology within the environment for the organization to exploit.

As shown by Salancik and Pfeffer (1974), the ability of institutional subunits to garner outside resources can become powerful within organizations. All organizations must deal with

the external environment and the influence it exhibits on their operations. Pfeffer and Salancik (2003) expressed the imperative and paradox that organizations will not survive if they are not responsive to their environments but cannot respond to every environmental demand due to demands of other groups in the organization's environment.

Organizations must have external resources to sustain their operations. Resource dependency theory is based on the above-mentioned and posits that organizations must be able to acquire much needed resources such as capital, human, and other intangibles (Drezner & Huehls, 2014). Since an organization cannot survive without these much needed resources, organizations must cater to the needs of outside organizations to acquire the needed resources (Drezner & Huehls, 2014).

An organization's ability to exert control over the environment is determined by size of the exchange and how much the organization needs that resource for the organization's operations (Pfeffer & Salancik, 2003). For example, there are many exchanges with the environment as colleges and universities operate on a daily basis. At many public institutions, tuition from students and state appropriations are typically the two largest revenue exchanges with the environment. The state appropriation is an extremely large exchange with the environment, so it is very concentrated and is critically important. Tuition revenue from students provides a larger number of exchanges with the environment and from a revenue standpoint is typically a larger percentage than the state appropriation. However, it is not as concentrated as the state appropriation with the state government providing the exchange. Pfeffer and Salancik (2003) feel that organizations will structure the organization and their operations to make sure that these exchanges with the environment transfer smoothly. Colleges and universities have divisions of their operations structured around government relations. Typically, there is not a

department in the university that is tasked specifically at student relations. This may be because there are typically thousands of students and a single legislature.

The organization's environment and its demands can have influence on the organizational structure employed by organizations. Burns and Stalker (1961) wrote about the structure of organizations and said they could be mechanistic or organic contingent upon the environment and structure the organization uses. This work was important because it was one of the first articles to discuss organization structure as it relates to the environment. Mechanistic organizations typically have a stable environment and have precise roles and functions for employees, a reinforcement of a hierarchical structure, and have greater reliance on provincial rather than cosmopolitan knowledge (Burns & Stalker, 1961). The organic form of organization is exemplified by a more turbulent environment, networks of authority, and rather than the hierarchical structure of mechanistic organizations (Burns & Stalker, 1961). In addition, organic organizations continually adjust and refine the roles of individuals to the issues that are facing the organization. These organic organizations are differentiated and have stratified positions, but the locus of decision making is located with the person who shows themselves to be the most capable (Burns & Stalker, 1961). In their discussion of mechanistic and organic organizations, Burns and Stalker (1961) were clear to indicate that all organizations lie on a continuum between being mechanistic and organic form.

Using a contingent view of organizations, a more recent study looked at their work, which focused on larger companies and applied their contingency theory to smaller entrepreneurial organizations within the internet service sector during 1996-2001 that faced turbulent environments (Sine, Mitsuhashi, & Kirsch, 2006). The researchers looked at organizational structure, organizational effectiveness, and whether the organizations were

mechanistic in nature or more organic. Sine et al. (2006) found that these smaller entrepreneurial organizations actually performed better when they were organized as mechanistic organizations rather than the typical view that the organic organizational structure would increase performance. This was because those firms had more formal roles and a centralized decision-making process.

The work of Burns and Stalker (1961) spawned the work of Lawrence and Lorsch (1967), which focuses on the idea of differentiation and integration of organizations. According to Lawrence and Lorsch (1967), differentiation is “the state of segmentation of organizational system into subsystems, each of which tends to develop particular attributes in relation to the requirements imposed by its relevant external environment” (p. 4). This can be seen in higher education, as there are many subsystems that focus on a multitude of specific tasks of the organization. For example, an athletic department (subsystem) focuses on providing competition experiences for student-athletes, whereas the department of accounting focuses on providing an educational experience for accounting students. The tasks of these subsystems are extremely different from each other. On the other hand, integration is “the process of achieving unity of effort among the various subsystems in the accomplishment of the organization’s task” (Lawrence & Lorsch, 1967, p. 4). Using the accounting department example again, the department typically resides within the College or Division of Business. The accounting department could plan an awards banquet for the department while the College of Business has a competing awards dinner. This would be an example of poor integration. Lawrence and Lorsch (1967) found that organizations that are highly differentiated and highly integrated are typically the most successful.

Contingency Theory

The work of both Lawrence and Lorsch (1967) and Burns and Stalker (1961) is typically considered to be under the umbrella of the theory of contingency theory. A contingency is “any variable that moderates the effect of an organizational characteristic on organizational performance” (Donaldson, 2001, p. 7). Contingencies could include task uncertainty, task interdependence, organizational size, characteristics of the environment, and technology (Donaldson, 2001). Structural contingency theory is a subset of contingency theory that seeks to understand the influence of contingencies on organizational structure. This theory has three separate ideas that contribute to its composition. Those three ideas are espoused by Donaldson (2001) as

first, there is an association between contingency and the organizational structure. Second, contingency determines the organizational structure, because an organization that changes its contingency then, in consequence, changes its structure. Third, there is a fit of some level of the organizational structural variable to each level of contingency, which leads to higher performance, whereas misfit leads to lower performance. (p. 7)

As described in the quote above, the important factor in contingency theory is the organizational fit between the organizational structure and the contingency factor.

As the fit between organizational structure and contingencies is so important to contingency theory, it needs to be explored further. Van de Ven and Drazin (1984) argued for three major approaches where fit occurs within organizations using contingency theory, the selection approach, the interaction approach, and the systems approach. The selection approach is where “fit is an assumed premise underlying causal organization context-structure models” (Van de Ven & Drazin, 1984, p. 3) In the selection approach to fit, the organizational structure is assumed to be formed by the external needs to conform to the needs of the environment. The

interaction approach is where “fit is conformance to a linear relationship of context and design. Low performance is the result of deviations from this relationship” (p. 3). Using this approach, organizational theorists are more interested in creating the right mix within the environment to increase organizational outcomes. Lastly, the systems approach is where “fit is a feasible set of equally effective, internally consistent patterns of organization context and structure” (p. 4). This approach uses systems theory to analyze organizational fit with contingencies and is more concerned with the overall working of the system rather than the dynamics of specific interactions with the environment.

While there has been little research on the fit between organization contingencies and structure within higher education, and in particular institutional and athletic development offices, there has been research conducted within other industries. For example, Yin and Zajac (2004) studied 6,000 restaurant stores over seven years, looking at whether these stores were company owned or franchised. Yin and Zajac (2004) found that the company owned stores pursued simpler structures and strategies, whereas the franchised stores were more adaptable to the local environments, but also pursued structure and strategy that was more complex and complicated. Another example is Khazanchi (2005) who looked at contingency theory and fit between organizations and information technology implementation. Khazanchi (2005) argued that the organizations that had the structure to be most successful were those organizations that were perceived to have organizational readiness, were in the correct environment, had assessed the financial impact, and had made sure that the information technology change would enhance workflows of the organization.

Contingency theory is a major theory about how organizations are designed and implemented. This theory has added significantly to organizational thinking on the topic of

organizational design and structure. Contingency theory is a theory that effectiveness of the organization is dependent on the organizational structure being aligned with the external environment, as well as, the organizational sub-units being organized to the demands of the external realities facing the organization (Burrell & Morgan, 1979, p. 176)

Subsystems and Organizational Goals

Athletic and institutional development offices could be two different subsystems within the larger organization of a college or university, or they could be managed under the same organizational subsystem. As higher education leaders are working on designing subsystems, it is important, in addition to thinking of the environment, to contemplate the goals, culture, and size of the organization (Bess & Dee, 2008).

In addition to the environment, the goals of the organization are an important contingency to consider. Organizational goals are defined as “a desired state of affairs that the organization attempts to reach. A goal represents a result or end point toward which organizational efforts are directed (Daft, 2012, p. 46).” Perrow (1961) was clear to delineate official goals from the more operant goals of the organization that may go unsaid. For instance, Perrow (1961) used the example of official goals being typically vague and not accounting for the multiple ways that different methods can be used to achieve the same goals. Also, operant goals may include goals that individuals are pursuing in addition to the official goals (Perrow, 1961). In an institutional development office, an official goal could be to fundraise a certain percentage increase over last year’s fundraising number, whereas an operant goal could be that the Dean of Arts and Sciences wants to fundraise more than the Athletic director for his/her units.

Complex organizations, such as colleges and universities, have a multitude of goals that they are attempting to accomplish (Birnbaum & Edelson, 1989). For example, the goals of the biology department within a university will be significantly different from the goals of the accounting department. Each of these departments can be seen as organizational subunits that are pursuing their own goals and objectives. Cyert and March (1963) used the idea of coalitions to think of organizational subunits and pointed out three main ideas that determine the formation of goals in organizations. These three ideas are

1. The bargaining process by which the composition and general terms of the coalition are fixed;
2. The internal organizational process of control by which the objectives are stabilized and elaborated;
3. The process of adjustment to experience by which coalition agreements are altered in response to environmental change. (Cyert & March, 1963, p. 29)

Again, the goals of the organization are driven by the environmental response to the goals and outputs.

Within intercollegiate athletic departments, Trail and Chelladurai (2000) completed a case study that looked at the goals of an intercollegiate athletics department and perceptions of those goals with students and faculty. They found stakeholders approved of goals that increased student athlete welfare, and those stakeholders disapproved of goals that emphasized athletic department success over student athlete welfare (Trail & Chelladurai, 2000). There has been little research that looks at the goals and perceptions of the literature in sub-organizations that fundraise for athletics and higher education.

Organizational Culture

Organizational culture is another key contingency that needs to be examined within contingency theory as it relates to organizational structure in colleges and universities.

Organizational culture is a pattern of assumptions that a group has created to cope with the external environment and internal coordination that has worked and can be taught to new members about the right way to act in the organization (Schein (2010). Essentially, an organization's culture is composed of what is completed by the organization, how it gets completed, and who works on the project (Tierney, 1988). In addition, "it concerns decisions, actions, and communication both on an instrumental and a symbolic level" (Tierney, 1988, p. 3). Organizational culture is important to the structure of an organization.

Schein (2010) discussed differentiation and integration as applied to organizational culture through "assumptions of external adaptation" (p. 74) and "managing internal integration" (p. 94). Examples of assumptions external adaptation and survival include mission and strategy, goals, means, measurement, and correction (Schein, 2010). The mission and strategy of an organization is the reason that an organization exists and how it plans to fulfill the mission. Many times, organizations do not reach consensus on their core mission and/or they allow latent or tertiary goals to dominate, and this becomes an issue for the organization. For example, within a college or university the overarching mission is to educate students. Within the organization, there are several latent goals, such as producing research, fielding a successful athletic program, and creating relationships with companies through internship programs. The complexity of the multi-missions of colleges and universities becomes problematic quickly.

Organizational goals and means to fulfill those goals are an important aspect of organizational culture and, in turn, influence the organizational structure chosen by the organization. Schein (2010) described that leaders create the structure, systems and processes of an organization and if they are successful those elements become part of the culture of the organization and eventually are taken for granted. With many of these underlying structures and

processes part of the organizational culture in place, it can be very difficult to change the organizational structure to match the environmental needs of the organization. Another significant issue with organizational culture is the shared assumptions of measuring results and correction mechanisms (Schein, 2010). Organizations need to collectively decide on what is measured and how to repair issues if the organization is not making progress toward what they are measuring. For example, within an athletic department, the budget and finance associate athletic director could see the vast amount of money being spent on a basketball trip as not being worth the cost. However, the men's basketball coach could see the trip as crucial to win the 20 games in the season to gauge success. The job of the athletic director is to create a culture where this trip is collectively decided to be important to the organization or not.

There have been few articles written about intercollegiate athletic fundraising culture, but there have been several articles that looked at the organizational culture of intercollegiate athletic departments in which athletic fundraising operations could be a subsystem. Within intercollegiate athletics, D. K. Scott (1997) looked at the organizational culture literature and found that “establishing a distinct vision, collaborating with group members, setting and communicating clear objectives, allowing participation in decision making, providing principled leadership, and establishing a proper and timely reward system” (p. 414) are all critical to the development of a culture within organizations of intercollegiate athletics. While there has been no research completed on this, these ideas could apply to the organizational culture development within fundraising organizations as well.

The culture of higher education has also been explored frequently within the higher education literature. Articles that highlight the importance of organizational culture in higher education are Clark (1980) work on academic culture and Masland (1985) work on

organizational culture in higher education. Clark (1980) studied the academic culture of higher education and found that the most important factors to consider when studying the organizational culture of academic institutions was the size, the tightness or coordination of subunits, the age of the organization, and the circumstances of the organization's founding. Clark (1980) argued that these factors significantly contributed to the culture of the organization.

Masland (1985) built on Clark's (1980) study and explored various "Windows on Organizational Culture" (p. 160). In his study, there are four windows, and they include sagas, heroes, symbols, and rituals. Sagas are the stories that institutional members tell other and new members about how the organization is different from other organizations. Heroes are

people who are important to an organization and often represent ideals and values in human form. They may play a central role in an institution's saga because heroes are people who have made crucial decisions or who exemplify behavior suitable to the college." (Masland, 1985, p. 161)

Symbols are another important aspect of culture in organizations of higher education. These represent important cultural values and beliefs that are shared within the organization (Masland, 1985). For example, within an athletic department, locker rooms can serve as important symbols to external audiences, such as potential student athletes. When a locker room is newly remodeled and in terrific condition, it can serve as a symbol to external audiences that the organization cares about where the student-athletes spend a great deal of their time. The last window of organizational culture is the rituals that the organization participates in and promotes. Rituals are tied to the past and provide meaning, continuity, and structure to the experiences of organizational members (Masland, 1985). Many university fundraising organizations have a ritual of ringing a bell when a significant gift to the organization arrives. When the bell is rung

by a member of the organization, it is an immediate signal to the other members that a significant gift has been given and it is time to celebrate.

Furthermore, the size of the organization can significantly impact the structure of the organization. Peter M Blau (1970) studied the theory that size impacts the organizational structure of organizations. One of his observations was that as the size of the organization increases the more structural differentiation will occur along various dimensions at decelerating rates. Therefore, differentiation increases as the size of the organization increases, but as the organization grows larger, the increase in the differentiation slows. This phenomenon of size and differentiation has been shown empirically with areas of differentiation such as the number of different divisions, job titles, and the levels of hierarchy within the organization (Peter Michael Blau & Schoenherr, 1971). Organizational culture and size are also correlated. Smaller organizations have stronger cultures as larger organizations differentiate into various more discrete subunits (Clark, 1980).

Athletic departments and institutional development departments operate as subunits within the organization of institutions of higher education. Cohen and March (2000) see institutions of higher education as organized anarchies. Organized anarchies are characterized by three main characteristics; problematic preferences, unclear technology and fluid participation (Cohen, March, & Olsen, 1972). Problematic preferences refer to the idea that these organized anarchies operate within ill-defined and inconsistent preferences and are unable to coordinate these various preferences of the organization (Cohen et al., 1972). Unclear technology is another defining characteristic of organized anarchies. This is where the organization is able to survive and thrive but the internal processes that allow the organization to survive are not totally understood by the organizational members (Cohen et al., 1972). Fluid participation is

exemplified by organizational members coming in and out of decision making processes within the organization (Cohen et al., 1972).

Organized anarchies can be classified and studied by looking at several areas of ambiguities; these include ambiguities of purpose, power, experience, and success (Cohen & March, 2000). Leaders in organized anarchies struggle with purpose because of the many diverse goals that organizations of higher education are pursuing. As aforementioned, the goals of the athletic department and the goals of the institutional development could be very different and contrasting. Compound this issue over the many varied departments of the university, and the problems with the multitude of goals become clear.

Loosely Coupled Organizations

Another issue in the organizational theory literature of higher education is the idea of colleges and universities as loosely coupled organizations K. E. Weick (2000). Theorists have gone beyond the organizational chart and looked at how people within organizations create structure through their interactions (Weick, 2000). This phenomenon is known as enactment (Weick 1988). Enactment is “when people act, they bring events and structures into existence and set them in into motion. People who act in organizations often produce structures, constraints, and opportunities that were not there before they took action” (Karl E Weick, 1988, p. 306). Coupling refers to how closely interrelated units within organizations interact. Coupling is defined by Plowman (1998) such that “Coupling implies that two or more events or elements are coupled together” (p. 14). This is an extension of Lawrence and Lorsch (1967) research into the integration of organizations. Loosely coupled organizations are held together not through specific relationships on organizational charts but are coupled through the interactions that occur

with individual organizational members (Bess & Dee, 2008). In a higher education organization, this could be seen in the interaction between the athletic department and the accounting department. While both departments are housed within the organization of higher education, their actual operations would be loosely coupled because they would only slightly affect each other on a day-to-day basis but are part of a wider organization (K. E. Weick, 2000).

Weick (1976) looked at educational organizations as being loosely coupled. There were several positives and negatives that he found in this study. The positives of being loosely coupled were persistence, sensing, adaption, cultural insurance, breakdown control, self-efficacy, and coordination. A positive of loose coupling is that it increases the ability of the organization to persist. Weick (1976) used the example of an elected official and their constituents as a loosely coupled system that allows the elected official to persist since the constituency is loosely coupled. The constituency may not agree with all the decisions made by the elected official, but they are allowed to persist by term limits. The second positive associated with being loosely coupled is being more finely tuned to the environment by allowing multiple subunits to make sense of their environments Weick (1976). More centralized, tightly coupled organizations would not sense the possible changes occurring in the environment as well as more loosely coupled organizations with multiple subunits sensing the environment. A third positive of loose coupling is adaptation (Weick, 1976). With loose coupling, each subunit can adapt to their niche of the environment rather than having a standard response to environmental conditions.

Another positive is that each loosely coupled subunit may provide cultural insurance to the larger organization. During times of great levels of change, loosely coupled systems could draw upon each organizational subunit's particular culture rather than relying on the larger organization's culture. Loosely coupled organizations also can provide a buffer for the

organization to close off subunits that are operating ineffectively. For example, the English department could lose its accreditation from the sanctioning body. This would most likely have catastrophic effects on the English department but would have very few, if any, effects on the programs located in the Business School. Loosely coupled organizations can also allow for much greater self-efficacy or self-determination of the members within the organization. With more autonomy from loose coupling, organizational members could feel much more attached to reaching the goals of the subunit rather than having large institutional goals forced on them. Lastly, another main positive of loosely coupled organizations is the relative ease with coordinating since there is less coordination needed in these types of systems (Weick, 1976). Since these organizational subunits are not dependent upon each other, they do not need a layer of employees to coordinate or serve as a liaison between the subunits.

In addition to loosely coupled organizations there are other types of coupling that occur in organizations. For example, when subunits are not responsive at all the organization is considered decoupled (Orton & Weick, 1990). For example, the athletic department and biology department have very little interaction and almost no joint planning that occurs across those two subunits. The external environments of the organization also have very little interaction. These subunits would be considered decoupled. On the other extreme, some organizations are tightly coupled. Tight coupling is where there is very low autonomy within subunits and the structure of the organization is very closely tied to each other (Orton & Weick, 1990). An example of tightly coupled organizational subunits in higher education is the scholarship and institutional development office. The particular organizational subunits, due to interactions with each other, are typically tightly coupled. The development office acquires resources, which the scholarship office then turns into awarded scholarships for students.

Athletic Fundraising Organization

There has been little research completed on the interactions between the institutional development office and athletic fundraising organizational subunits (Stinson & Howard, 2007). Stinson and Howard (2007) examined the three most common organizational structures to raise resources for intercollegiate athletics. These structures included the private fundraising model, the in-house model, and the integrated model. The private fundraising model is where a private foundation raises funds exclusively for the athletic department. In this model, the athletic department operates its own fundraising program, completely separate from the institutional development department. The second model is the in-house model. With this type of structure, the athletic department operates a separate development operation from the central university's development operation. The last most common organizational structure for athletic fundraising is the integrated fundraising model. With this organizational structure, the athletic fundraising officers are housed within the university central development office (Stinson & Howard, 2010b). This structure results in both academic and athletic development officers reporting to the same person, usually the institution's chief development officer (Stinson & Howard, 2007). Each of these organizational structures has benefits and drawbacks to the organization that utilizes them.

For use in this study, organizations will be characterized as centralized, decentralized, and hybrid structured. Centralized organizations are broadly described by decision making that happens at higher levels of the organization, whereas decentralization is when decision making occurs at lower levels of the organization (Slack, 1997). The foundational study for the idea of centralization and decentralization of organizations was a study called the Aston studies. The Aston studies looked at 52 work organizations in England along 64 different variables. These variables and organizations were then compared to the ideas of specialization, standardization,

formalization, centralization, and configuration (Pugh, Hickson, Hinings, & Turner, 1968). In another study, the question was asked “Who is the last person whose assent must be obtained before legitimate action is taken—even if others have subsequently to confirm the decision? This question was used to allow the researchers to determine how centralized the organization is” (Pugh et al., 1968, p. 76). Pugh et al. (1968) argued that centralization was most prevalent among government and municipal organizations. On the other hand, a subsidiary of a public company and a family manufacturing organization was found to have very low centralization scores as characterized by the questions of number of supervisors, promotion of supervisory staff, who takes over in the chief executive’s absence, buying procedures, among other questions.

Walker (1994) presented an integrated model for the relationship between the institutional development office and athletic department. In her model, the athletic department and institutional development office are presented as sub-systems of the higher education organization. Critical to the functioning of this model is the coordination and integration of the two sub-systems. Walker’s (1994) model includes the idea that both sub-systems receive similar inputs and create positive outputs for the larger higher education institution. Walker (1994) argued that the proper place for athletic fundraising is for the athletic fundraisers to be organizationally supervised by the institutional development office for increased management efficiencies and coordination. Walker’s (1994) model, provided below, is important because it is the only theory that describes how athletic fundraising organizations operate. While Walker’s (1994) theory explains, using open systems theory, how a typical athletic fundraising organization operates; it does not discuss how and why it is organized a certain way.

Figure 1 by Walker (1994) shows the contingency factors that affect athletic fundraising at institutions of higher education. Using this model, athletic and institutional fundraising face

the same factors of influence as the NCAA, media, community and government (Walker, 1994). The proximal environment for athletic fundraising is influenced much more by the athletic department sub-system rather than the administration sub-system. An issue with this model is little regard for the influence of the external environment of donors, corporations, and other entities on the fundraising environment.

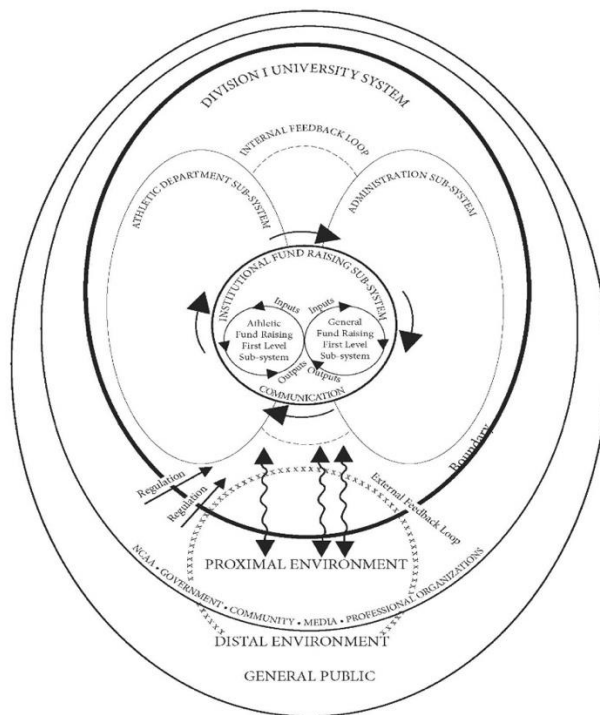


Figure 1 System View of Athletic Fundraising (Walker, 1994)

Summary

There is a great deal of literature that discusses organizational structure within general organizations. There is a much smaller body of literature that focuses on organizational structure within institutions of higher education, and an even smaller amount of work that has focused on

the organizational structure of fundraising structure and athletic fundraising organizational structure. This literature review has shown the importance of several theories to this study, including contingency theory, open systems theory, equifinality, and organizational culture. These theories all contribute in different ways to the study and bring a different perspective, which the researcher can use to begin to develop new ideas and a theory around the organizational structure of athletic fundraising organizations.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to explain the methodological designs and techniques used within this research study. This chapter provides an overview of the key purpose of the study and how the researcher utilized research methods to answer the research questions of the study. The main objective of this study was to describe the organizational structure of athletic fundraising organizations and to learn more about how the organizational structure may relate to the athletic fundraising professional.

The population in this study was all Division I athletic fundraising organizations. There are currently 350 institutions that participate, at some level, in Division I membership. By studying the whole spectrum of NCAA Division I institutions, the study yielded valuable information for researchers and development officers. This population included schools that compete at the highest level of competition within Division I of the Football Bowl Subdivision, as well as schools that compete at the lowest level, Division I-AAA, which does not include football. This study provides a baseline for more studies on organizational structure and theory within institutions of higher education.

Participants

Out of the 350 surveys sent, there were a total of 86 respondents to the survey. This resulted in a response rate of 24.5% to the survey instrument. For the survey to be statistically significant, there would need to be a sample size of 75, with a confidence level of 95% and a confidence interval of 10% needed to be statistically significant and this survey clears this hurdle with medium effect size and power.

Procedure

The data for this study were collected using a survey instrument, a content analysis of athletic giving websites, and qualitative interviews with athletic fundraisers. The survey instrument was created with full accessibility in mind. In this survey, the researcher collected demographic data, the size of the athletic development operation, the size of institution endowment, organizational charts, and other data that can be reported through a survey instrument. This instrument was validated, which demonstrates that it measures the aspects of the athletic fundraising operation that it is designed to measure. It was also important to test whether this instrument was reliable. To help to ensure the validity of the survey, the researcher used a variant of the Lasater (2006) survey (See Appendix B), which provides some variables, such as, institution size, endowment size, and organizational reporting structures, to gain a greater understanding of how athletic development organizations are structured. Lasater's (2006) survey was designed to provide an understanding of the various ways that institutional development offices are structured and implemented. The researcher tailored the survey so that the tool is relevant to athletic departments and institutional fundraising offices.

The survey created by Lasater (2006) included various variables that were helpful to capture for the researcher. The most important of those variables is whether athletic fundraising organizations are centralized, decentralized, or a hybrid structure, and what were the specific characteristics of those organizations. The structure of athletic fundraising organizations was critical to all of the research questions in this study. Also, discovering how the organization was structured, allowed the researcher to learn more about the external factors to the organization that could influence their structure. For example, one of the research questions examined which factors contributed to the structure of athletic fundraising organizations being centralized, decentralized, and hybrid. In addition, the survey explored how budgets, structure, and size could interact to explain organizational designs. As the survey included questions about athletic development employee numbers, university fundraising employees, the size of the athletic organization, as well as the size of the university fundraising staff, there were a number of relationships that were uncovered by the survey (Lasater, 2006).

To complete the qualitative portion of the study, the researcher used a social constructivism paradigm. A widely held paradigm, social constructivists argue that “social reality is constructed, or created, by social actors” (Esterberg, 2002, p. 15). Within this worldview, the researcher sought an “understanding of the world in which they live and work . . . [and] to rely as much on ‘the participants’ view of the situation” (Creswell, 2013, p. 20). Using social constructivism provided the theoretical framework in which to juxtapose the qualitative inquiry for this project.

Then, using both open systems theory and contingency theory as guides, and in particular Walker (1994) and her model of open systems of athletic fundraising, the researcher used the responses of the athletic fundraisers to gain a greater understanding of how these athletic

fundraisers conceptualize the fundraising process. The information gained from these interviews were rich in content and provided the researcher with a much greater understanding of how athletic fundraising was structured at various organizations.

Since there has been little research completed on the relationship of organizational structure on athletic development fundraisers, the researcher hopes to distill a theory from data that could be used to explain how organizational structure influences practitioners within the fundraising field. Since the hope of the study is to create a working theory that can be used in future studies, the grounded theory approach also will be used in analyzing the semi-structured interview qualitative portion of the study. Within a study using grounded theory, knowledge is

inductively derived from the . . . phenomenon it represents. That is, discovered, developed, and provisionally verified through systematic data collection and analysis of data pertaining to that phenomenon . . . One does not begin with a theory, then prove it. Rather one begins with an area of study and what is relevant to that area is allowed to emerge. (Strauss & Corbin, 1990, p. 23)

Grounded theory allowed the researcher to allow the ideas and development for a new theory to come from the data that emerges from the interview questions. Open coding of the data that emerged from the study was used to create a series of major core categories that were used to analyze how athletic development professionals perceive their environments. This grounded theory approach was conducive and in alignment with social constructionism because both are developed from the perspective of the experience of the participants being studied. Core categories are major themes that have emerged from the actual experience of professionals in the field (Merriam, 2002). To uncover these core categories, a number of methods were used. In particular, grounded theory uses the following actions to distinguish grounded theory from other methods of qualitative inquiry.

- Conduct data collection and analysis simultaneously in an iterative process

- Analyze actions and processes rather than themes and structure
- Use comparative methods
- Draw on data (e.g., narratives and descriptions) in service of developing new conceptual categories
- Develop inductive categories through systematic data analysis
- Emphasize theory construction rather than description or application of current theories;
- Engage in theoretical sampling
- Search for variation in the studied categories or process
- Pursue developing a category rather than covering a specific empirical topic (Charmaz, 2010).

The researcher also completed semi-structured interviews with the head of the athletic fundraising office for the university or college. Since the author has extensive background and experience within this field, a person with little working knowledge of the study, such as a graduate assistant, was used to complete the interviews. This step helped to diffuse some of the bias that could have occurred during follow up questions and discussions that otherwise could have been tainted by the researcher's bias. A copy of the questions used by the researcher is found in Appendix D. The participants in this study included, senior associate athletic director for development, chief development officer, assistant vice president for athletics development and so forth. The interviews were self-selected by the researcher from universities that completed the survey so that the survey responses could be compared to the data obtained from the interviews. A total of 10 sites were chosen for interviews to take place. The triangulation of the data was critical to the success of the study. By integrating the survey data with the results found from the interviews and the content from athletic fundraising websites, the researcher found a

richer description of the phenomenon than could be found by only using a survey or the interviews exclusively. The researcher has shown this approach will yield a baseline of data about how athletic fundraising organizations are structured. Researchers can then continue to build upon this research to expand the knowledge base of how athletic fundraising and fundraising at higher education institutions are structured. In addition, using a series of narratives and qualitative descriptions to develop a theory of how organizational structure can and has affected various organizational actors within various organizational environments.

The qualitative interviews were completed in person, over the phone, or using video conferencing software such as Zoom. These interviews were used to gather information about the organizational structure of their organization and the relationship between athletic fundraisers and the institutional development staff. The interview questions were assessed by other athletic and institutional development staff to ensure they were reviewed for thematic consistency. A list of the athletic and institutional development staff that reviewed these questions are provided in Appendix C. After compiling the information via recorded interviews, the researcher then analyzed the interviews using a software program to help the researcher transcribe and then analyze the themes that become present from the data recorded. Participants' identifying information was secured on a password protected computer for confidentiality. The theory is created by triangulating the responses of the survey, the athletic fundraising websites, and the interview responses of participants and then filtering them through open systems and contingency theory.

Content Analysis of Athletic Giving Websites

Another method used to gain an understanding of the relationship organizationally with athletic development was a content analysis of athletic giving websites. Content analysis is concerned with “seeking to analyze data within a specific context given the meanings someone, a group or culture attributes to them” (Krippendorff, 2012, p. 403). Content analysis as a method is “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (Krippendorff, 2012, p. 18). In particular, Krippendorff (2012) presented a framework for content analysis. This framework is provided in Figure 2 to illustrate how content analysis was applied for use in this study. Figure 2 shows that content analysis is completed by taking information from the outside world and using some of those texts to help answer research questions. For this study, the texts used for content analysis were the athletic fundraising websites constructs from the websites were then used to create separate areas for understanding.

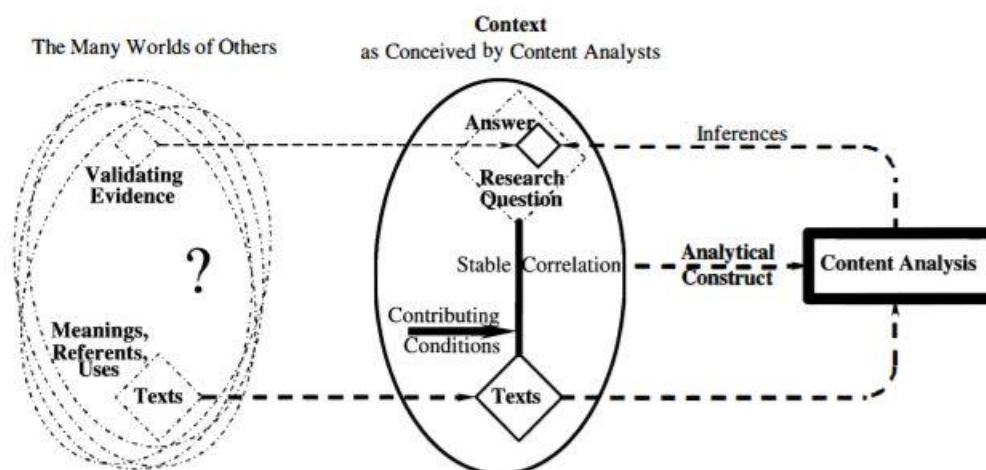


Figure 2 A Framework for Content Analysis (Krippendorff, 2012)

Trustworthiness will be a critical aspect of the content analysis in this study.

Trustworthiness as it relates to content analysis is shown through “trustworthiness of the data collection method, sampling strategy, and the selection of a suitable unit of analysis” (Elo et al., 2014, p. 2). Athletic departments and the universities that house them have a vested interest in the messages they communicate to alumni and external constituents. This content analysis allowed the researcher to have a better understanding of the information gleaned from interviews and whether the information presented on the website is consistent with the reported information from the survey and the qualitative interviews.

In particular, the qualitative aspect of the study answered what are the characteristics that lead an athletic department or development staff to a certain organizational structure. For example, the interviews reveal the strength of leadership of the university advancement or athletic department could influence the structure of the athletic development staff within that particular case study. The data could provide information for further research on athletic fundraising organizations.

With a qualitative study method being used in this study, it was important for the researcher to understand their biases and knowledge that they will bring to the study. Corbin and Strauss (2014) called this understanding of reflexivity. Reflexivity is a tool that examines the position, perspective, and presence of the researcher in the study, promotes richer insights by examining personal responses and interpersonal dynamics (Corbin & Strauss, 2014).

A total of ten athletic websites of the 10 qualitative interviews were selected and analyzed using the methods above.

Statement of Reflexivity

The author of this study is enmeshed in the study by their professional and personal interests. The author has worked professionally in athletic and institutional fundraising for 13 years and has been employed by five institutions of higher education within their athletic fundraising operations. Those institutions included a large state comprehensive university, a small private college, a medium to large public institution, and a medium public institution. The author also has an additional year of experience working in professional sports with the Columbus Crew of Major League Soccer. These experiences have led the author to be very interested in the study of athletic fundraising and organizational structure. The author received a Master's degree from Ohio State University in Sport Management and spent a great deal of time during coursework looking at organizational behavior of sport organizations under the guidance of Dr. Chelladurai. A premier scholar in the study of organizational behavior within sport organizations, Dr. Chelladurai's influence is readily seen in the author's thinking about this study and the importance of open systems theory to understanding organizational structure for athletic fundraising organizations.

At each of these different professional experiences, athletic fundraising was organized differently. At the large public institution, athletic fundraising was directed by the athletic department with little to no involvement of the university development office. At the small private university, there was a great deal of involvement and leadership provided by the university development office. While the author believes their background will allow the research to have a more nuanced approach to the study, the author must also be aware that their closeness to the subject through professional experiences could allow biases to significantly impact the study.

This background within athletic fundraising and fundraising for higher education has also led the author to have opinions on what is the best approach to organize athletic fundraising at institutions of higher education. The experience of the author's bias prior to becoming an academic fundraiser was for the athletic fundraising operation to be organized around the athletic department and for the leadership of the fundraising for the athletic department to come from the athletic director and their direction. As the author has worked in the past three years within several academic units, the author has realized there are significant advantages to organizing around the central development office so that the chief development officer for the university is leading the fundraisers charged with raising funds for athletics.

The author's somewhat unique experience of leading an athletic fundraising office and leading several academic units fundraising programs at the same university has created a more nuanced view toward organizing athletic fundraising offices. The author has a clear bias toward the impact of an individual and the impact of the role of leadership in how athletic fundraising organizations are organized. In the author's time at his current institution, there have been three different athletic directors and three different chief development officers leading their respective units. In addition to leadership, there are various other factors that contribute significantly to how athletic fundraising organizations are organized. As was discussed earlier, open systems theory has been a theory that has been important in my education. Contingency theory and the idea that many different factors influence organizational structure has become a major influence in my thinking. These biases are not a hindrance but need to be explained so that the reader has a better understanding of the background and thinking that led to the outcomes of this study.

This study, with qualitative approaches, will reveal more rich and descriptive data than would be possible with a survey only. In particular, the various qualitative interviews should

reveal the richness of description in data about aspects of the effect of organizational structure on the employees who work within that particular environment than a typical survey or other research techniques. With these interviews, it was important for the interviewer to establish a strong rapport with the participants of the study. In order for the interviews to take place without the bias of the researcher, a competent interviewer was selected to administer the interviews. Interviewing is a form of relationship and without the trust of the interviewee, meaning will not be able to be drawn out of the conversation (Esterberg, 2002). Establishing trust will be critically important to this section of the study. Hopefully, the researcher's background in fundraising and particular athletic fundraising will allow for rapport between the interviewer and participants. These semi-structured interviews will be informative and provide valuable information for the study, as well as future research into the effect of the organizational structure of employees.

CHAPTER IV

RESULTS

This chapter presents the results of the current study as previously outlined, which explored both quantitatively and qualitatively organizational structure and its structure's effect on athletic development officers that participate in NCAA Division I athletics. The study used both a quantitative survey, coding of athletic fundraising websites, and semistructured interviews with athletic development officers who had completed the survey. Understanding how organizational structure impacts development officers is critical to learning management for fundraising organizations in institutions of higher education.

The results of the study will be presented in order of research method and research questions answered. The complete results of the survey are presented in Appendix D. First, results will be discussed of the quantitative survey that was sent to all Division I head athletic development officers. This survey focused on broad information about the institution in which the athletic development officers worked. Second, the athletic fundraising websites and their coding will be presented. These websites were associated with the interviewed athletic development officer. Third, the semi-structured interviews with athletic development officers will be discussed for the rich content the interviews were able to add to the study. Specifically, the survey helped to answer the research questions of "Will there be a difference between athletic fundraising organizational structure and staff size?" "What is the current structure of

athletic development operations” and “What are the characteristics that differentiate athletic development operations into centralized, hybrid, or decentralized models?”

As discussed earlier, there were 350 Division I member institutions when the survey was sent to all head athletic development officers for this study. Out of the 350 surveys sent, there were a total of 86 respondents to the survey. This resulted in a response rate of 24.5% to the survey instrument. For the survey to be statistically significant, there would need to be a sample size of 75, with a confidence level of 95% and a confidence interval of 10% needed to be statistically significant and this survey clears this hurdle with medium effect size and power.

The survey collected demographic and organizational information about the institution and demographic information about the participants in order to provide a baseline of information for both the organization. This information was important to the study as it was critical knowledge to build upon during the further exploration of both the website and interviews.

The survey was used to assess several institutional size variables. One survey question asked “What is the approximate total market value of your university or college and/or foundation endowment?” These results are shown in Table 1.

Table 1

What is the approximate total market value of your university or college and/or foundation endowment?

		Frequency	Percent
Valid	\$50 Million and under	12	11.9
	Over \$50 million to \$100 million	14	13.9
	Over \$100 million to \$300 million	21	20.8
	Over \$300 million to \$1 Billion	21	20.8
	Over \$1 Billion	11	10.9
	Total	79	78.2
Missing	System	22	21.8
Total		101	100.0

Another question to assess institutional size of respondents was “what is the approximate number of alumni of record for your campus?” These results are shown in Table 2.

Table 2

What is the approximate number of alumni of record for your campus (Summer 2018)?

		Frequency	Percent
Valid	Over 20,000 to 60,000	17	16.8
	Over 100,000 to 200,000	29	28.7
	Over 200,000 to 350,000	16	15.8
	Over 350,000	7	6.9
	Over 60,000 to 100,000	14	13.9
	Total	83	82.2
Missing	System	18	17.8
Total		101	100.0

The number of athletic development officers was also assessed through the question of “What are the total number of major gift development officers working for the athletic development on your campus?” A total of 69.1% of respondent organizations are athletic development groups that have three or fewer employees. A total of 90.1% of respondents have seven or fewer total employees working in athletic development at their organization. The full results are shown in Table 3.

Table 3

What are the total number of major gift development officers working for the athletic development office on your campus?

		Frequency	Percent
Valid	3 or fewer	56	55.4
	Between 4 and 7	17	16.8
	Between 8 and 11	4	4.0
	Between 12 and 15	3	3.0
	More than 20	1	1.0
	Total	81	80.2
Missing	System	20	19.8
Total		101	100.0

Lastly, higher education organizations with professional schools are typically more complex.

The question “Does your campus have professional schools such as a Law School or Medical School (Dental, Veterinary, etc.)?” assessed whether the respondents worked in a more complex organization. A total of 54.3% of respondents responded as working on a campus with a professional school. The results are shared in Table 4.

Table 4

Does your campus have professional schools such as a Law School or Medical School (Dental, Veterinary, etc)?

		Frequency	Percent
Valid	Yes	44	43.6
	No	37	36.6
	Total	81	80.2
Missing	System	20	19.8
Total		101	100.0

There were several questions on the survey that asked about organizational structure of respondents' higher education institutions. These questions included "Is there a separate corporation or university affiliated foundation supporting your fundraising?" 53.5 percent responded as yes, they have a university affiliated foundation or corporation supporting fundraising (Table 5). "I am an employee of University/College, Foundation, or Both" A total of 69 respondents were employees of the university/college. This shows how the vast majority of lead athletic development officers are employed by the university or college in which they are raising funds for their respective athletic programs (Table 6).

Table 5

Is there a separate corporation or university affiliated foundation supporting your fundraising?

		Frequency	Percent
Valid	Yes	50	49.5
	No	37	36.6
	Total	87	86.1
Missing	System	14	13.9
Total		101	100.0

Table 6

I am an employee of the:

		Frequency	Percent
Valid	University/College	73	72.3
	Foundation	8	7.9
	Both	6	5.9
	Total	87	86.1
Missing	System	14	13.9
Total		101	100.0

A crucial question about the organizational structure of respondents' organizations was "Which definition below comes closest to characterizing your fundraising operation in terms of organizational structure?" The question then presented definitions for centralized, decentralized, and hybrid organization structures. The most common response was a hybrid organizational structure that is defined in the survey by Lasater (2006, p. 9) as

hybrid (semi-decentralized, semi-centralized or shared) development model allows development officers to report to the central office, but serve as liaisons for specific units. In a more decentralized hybrid version of the hybrid model, the development officers report to both the central office and the unit head or Dean equally. Within a semi-decentralized system, the centralized development

operation usually controls and performs functions related to prospect research, annual and planned giving, major gift prospect management, stewardship, database management, and gift processing, while some of the major gift cultivation and solicitation takes place at the academic unit level.

A total of 58% of respondents reported having a hybrid structure and this was the most common response. The complete results of the question are reported in Table 7.

Table 7

Which definition below comes closest to characterizing your fundraising operation in terms of organizational structure?

		Frequency	Percent
Valid	Centralized	17	16.8
	Hybrid	47	46.5
	Decentralized	17	16.8
	Total	81	80.2
Missing	System	20	19.8
Total		101	100.0

Another organizational structure question asked in the survey was “Do you report directly to the Athletic director of the College or University?” A total of 53 participants or 65.4% of respondents, responded they reported directly to the athletic director of the college or university. This is important because this question shows who holds the responsibility for the fundraising occurring in the athletic unit (Table 8)

Table 8

Do you report directly to the Athletic director of the college or university?

		Frequency	Percent
Valid	Yes	55	54.5
	No	29	28.7
	I am the Athletic director	2	2.0
	Total	86	85.1
Missing	System	15	14.9
Total		101	100.0

The previous paragraphs discuss the results of the survey instrument in this study broadly. The proceeding portion of the results section will focus on the specific research questions the survey answered for the study.

Research Question One

The first research question was “Will there be a difference between athletic fundraising organization structure and staff size?” To look at this question, the researcher analyzed results from the survey that corresponded with athletic fundraising organization and staff size. The researcher then generated several crosstabs using Statistical Package for Social Sciences (SPSS) to answer this question. In addition, the researcher ran a chi square to test for additional associations. The first crosstab represented in Table 9 shows responses for the way the athletic development officer would characterize their organization structure, whether that be centralized, decentralized, or hybrid and compared their response to the size of the fundraising staff that was focused on athletics fundraising. Centralized organizations, as responded in this survey, responded as being organized as a centralized organization (14 out of 17). Decentralized organizations also represented 17 of the responses but these responses were more widely

dispersed, with the majority of organizations with a decentralized organizational structure (14 of 17) having less than seven employees. Hybrid organizations were reported as the most frequent response, with 47 participants responding with a hybrid organization. The vast majority (36 of 43) of the hybrid organizations reported they had three or fewer employees dedicated to athletic development function. With this crosstab (Table 9) it is clear that the majority of organizations employ three or fewer employees and have a hybrid structure.

Table 9

Which definition below comes closest to characterizing your fundraising operation in terms of organizational structure?

		What are the total number of major gift development officers working for the athletic development office on your campus?					Total
		3 or fewer	Between 4 and 7	Between 8 and 11	Between 12 and 15	More than 20	
Which definition comes closest to characterizing your fundraising operation in terms of organizational structure?	Centralized	14	2	1	0	0	17
	Hybrid	36	7	2	2	0	47
	Decentralized	6	8	1	1	1	17
Total		56	17	4	3	1	81

Another crosstab was analyzed that looked at the organizational structure reported and if there was a separate foundation organization that managed fundraising for the university or

college. The results of this crosstab are reported in Table 10. What was interesting with the results of this crosstab was that there was a split between decentralized, centralized, and whether the organization had a separate corporation or foundation to manage the university fundraising efforts, with half of the hybrid reporting organizations having a separate organization tasked with the fundraising function.

Table 10

Which definition below comes closest to characterizing your fundraising operation in terms of organizational structure?

		Is there a separate corporation or university affiliated foundation supporting your fundraising?		
		Yes	No	Total
Which definition below comes closest to characterizing your fundraising operation in terms of organizational structure?	Centralized	10	7	17
	Hybrid	24	23	47
	Decentralized	12	5	17
Total		46	35	81

To answer research question one, it appears that there is a difference between the size of the fundraising organization and how it is organized. A total of 56 athletic development organizations reported having three or fewer employees involved and the majority (36) reported a hybrid structure. There were not any reported instances of a large (20 or more) employee size

organization reporting a centralized structure, whereas, as the organization size increased, there was a higher frequency of decentralized organizational structure.

The researcher ran a chi square test to further understand if there were significant differences between centralized, hybrid, and decentralized athletic fundraising organizations and the number of fundraisers working for the organization. The results of the chi square are found in Table 11 and Table 12. The chi square test of independence was conducted between the organizational structure and number of fundraisers. Some cells included counts that were less than 5 which may limit some inferences drawn on the data. There was not a significant association between organizational structure and number of fundraisers, $\chi^2(8) = 15.407, p=.52$. Therefore, there is not a significant difference of association between centralized, hybrid, and decentralized organizational structure and there is a moderate strength of association as shown by the Cramer's $V = .308$.

Table 11
Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.407 ^a	8	.052
Likelihood Ratio	14.717	8	.065
Linear-by-Linear Association	6.964	1	.008
N of Valid Cases	81		

a. 11 cells (73.3%) have expected count less than 5. The minimum expected count is .21.

Table 12

Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.436	.052
Cramer's V	.308	.052
Contingency Coefficient	.400	.052
N of Valid Cases	81	

Research Question Two

The second research question was “What is the current structure of athletic development operations in Division I institutions.” To look at this, there were several survey questions and crosstabs completed. These included questions about organizational structure that were asked in a number of different ways in order to provide insight into how the athletic development office is currently structured.

The questions pertaining to Table 13 and Table 14, shed light on how the athletic development organization is structured. Additionally, 46 respondents stated they have a separate corporation or foundation that handles fundraising. Another organizational structure question is “To whom does the Chief Athletic Fundraiser report?”. The results are shown in Table 13. A total of 56% of these respondents report up through the athletics unit, with 14% reporting to the central development office and the remaining 28% reporting jointly to both units. If the respondent answered jointly, they were asked to provide a percentage of the reporting between athletics and the central development unit. A total of 21 of the 23 respondents said that 50% or more of the reporting percentage indicated the athletics unit having the higher level of the split relationship.

Table 13

To whom does the Chief Athletic Fundraiser report?

		Frequency	Percent
Valid	Athletics Unit	45	44.6
	Central Development Office	12	11.9
	Jointly	23	22.8
	Total	80	79.2
Missing	System	21	20.8
Total		101	100.0

Another question that assessed organizational structure was “Who conducts the evaluations of Athletic Development officers?” The results were very similar, with 37 athletic development officers reporting to the athletics unit, 14 to the central development office, and then another 24 who reported their evaluations were completed jointly. There were also another five athletic development officers who reported that the evaluation process varied on the position that was within the organization. For example, a major gift officer working on more complex gifts might report to the central development officer and have their evaluations take place there, whereas an annual giving officer might have their annual evaluations taking place within the athletic unit.

Table 14

Who conducts the evaluations of Athletic development officers?

		Frequency	Percent
Valid	Athletics Unit	37	36.6
	Central Development Office	14	13.9
	Jointly	24	23.8
	Varies between position	5	5.0
	Total	80	79.2
Missing	System	21	20.8
Total		101	100.0

Athletic development organizations in this survey were typically small, with most of them being composed of three or fewer employees (Table 15). These fundraising organizations typically have a hybrid organizational structure where these organizations exhibit both characteristics of decentralized and centralized organizational structure.

Table 15

What are the total number of major gift development officers working for the athletic development office on your campus?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3 or fewer	56	55.4	69.1	69.1
	Between 4 and 7	17	16.8	21.0	90.1
	Between 8 and 11	4	4.0	4.9	95.1
	Between 12 and 15	3	3.0	3.7	98.8
	More than 20	1	1.0	1.2	100.0
	Total	81	80.2	100.0	
Missing	System	20	19.8		
Total		101	100.0		

Research Question Three

Research question three is “What are the characteristics that differentiate athletic development operations in Division I institutions?” There were a number of different questions used to analyze various characteristics of the institutions employing athletic fundraisers and to compare them to the organizational structure shown in their responses. To analyze this, a number of crosstabs were created to compare organizational structure to various organizational attributes. The first crosstab created compared the question about reporting to the athletic director and the approximate size of the organization’s endowment. Those results are shown in Table 16. What was interesting from these findings is that the organizations with \$100 million endowments up to \$1 billion endowments were represented by 42 organizations and the results were split on whether the respondents reported to the athletic director or not, with 21 reporting they were supervised by the athletic director and another 21 reporting they were supervised by someone other than the athletic director.

Table 16

What is the approximate total market value of your university or college and/or foundation endowment? * Do you report directly to the Athletic director of the college or university

		Do you report directly to the Athletic director of the college or university?			
		Yes	No	I am the Athletic director	Total
What is the approximate total market value of your university or college and/or foundation endowment?	\$50 Million and under	8	3	1	12
	Over \$50 million to \$100 million	13	1	0	14
	Over \$100 million to \$300 million	12	9	0	21
	Over \$300 million to \$1 Billion	9	12	0	21
	Over \$1 Billion	10	1	0	11
Total		52	26	1	79

Another crosstab was generated and compared the number of employees employed in athletic development and compared to the endowment size of the institution. The results are located in Table 17. The largest group represented in this table is the endowment size of \$100 million to \$1 billion, with a total of 42 institutions employing seven or fewer employees.

Table 17

What is the approximate total market value of your university or college and/or foundation endowment? * What are the total number of major gift development officers working for the athletic development office on your campus

		What are the total number of major gift development officers working for the athletic development office on your campus?					Total
		3 or fewer	Between 4 and 7	Between 8 and 11	Between 12 and 15	More than 20	
What is the approximate total market value of your university or college and/or foundation endowment?	\$50 Million and under	10	1	1	0	0	12
	Over \$50 million to \$100 million	11	2	1	0	0	14
	Over \$100 million to \$300 million	17	2	0	1	0	20
	Over \$300 million to \$1 Billion	12	6	1	0	0	19
	Over \$1 Billion	4	4	1	1	1	11
Total		54	15	4	2	1	76

Additionally, to answer question three the researcher ran several chi squares on a number of different variables to assess what areas would be associated with the variables of decentralized, centralized, and hybrid athletic fundraising organizations. The first chi square looked at the variable of where in the organization does the administrative support originate within the organization and compared that to the organizational structure. The results of the chi square are below in Table 18 and Table 19. A chi-square test of independence was conducted between organizational structure and administrative support. Some cells included counts that

were less than five which may limit some inferences drawn on the data. There was a statistically significant association between organizational structure and administrative support, $\chi^2(4) = 15.932, p = .003$. The association was moderate, Cramer's V = .316.

Table 18

Chi-Square Tests

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	15.932 ^a	4	.003
Likelihood Ratio	17.185	4	.002
Linear-by-Linear Association	2.186	1	.139
N of Valid Cases	80		

a. 4 cells (44.4%) have expected count less than 5. The minimum expected count is 4.00.

Table 19
Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.446	.003
Cramer's V	.316	.003
Contingency Coefficient	.408	.003
N of Valid Cases	80	

Chi squares were conducted with SPSS to look at the organizational structure reported by whether budgets are supplied centrally, in the athletic department, or a hybrid approach (Table 20). A chi square test of independence was conducted between organizational structure and where budgets were supplied. Seven cells have expected counts less than five. There was a statistically significant association between organizational structure and where budgets were supplied, $\chi^2(6) = 16.52, p = .011$. The association was moderate, Cramer's V = .321.

Table 20
Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	16.532 ^a	6	.011
Likelihood Ratio	20.914	6	.002
Linear-by-Linear Association	2.442	1	.118
N of Valid Cases	80		

a. 7 cells (58.3%) have expected count less than 5. The minimum expected count is 1.40.

Table 21
Symmetric Measures

	Value	Approximate Significance
Nominal by Nominal Phi	.455	.011
Cramer's V	.321	.011
Contingency Coefficient	.414	.011
N of Valid Cases	80	

As shown by the crosstabs and chi squares there are a number of different characteristics that differentiate athletic fundraising organizations. Unsurprisingly, the budget and the organizational structure are most strongly associated given the chi square statistics reported.

Research Question Four

This research question will be answered with the research methodology described earlier in Chapter Three. As described in Chapter Three this involved interviewing 10 individuals who agreed to take part in the semi-structured interviews after participating in the quantitative survey. Research question four is “within centralized, decentralized, and hybrid models, how do athletic fundraisers view their organizations?” To answer this question, the semi-structured interviews were recorded, transcribed, and then coded using the qualitative software QDA Miner. The coding strategy that was utilized was thematic emergent coding and created with broad themes that emerged across most of the interviews (Creswell, 2013). The codes were created as they emerged as the researcher processed and coded the qualitative data. From these codes, the researcher continued to analyze the transcription until themes emerged to be further analyzed. The semi-structured interview question list can be found in Appendix C.

The results for this section will be presented by the themes that emerged from the semi-structured interviews. The themes that emerged included athletics structure, location of authority, budget considerations, ideal state of athletic fundraising, institutional leadership relationships, leadership involvement in fundraising, organizational structure, relationship to athletic staff, relationship with institutional fundraising, and roadblocks to success. These themes emerged as the researcher analyzed the transcribed interviews and as he worked on coding the interviews and creating a summary table (Table 22). Below are explanations that outline the organizational structure and the broad themes that emerged from the coding of the data.

Table 22

Frequency of Codes by the Case of Qualitative Research

<i>Frequency of Codes by the Case of Qualitative Research</i>										
	Case #1	Case #2	Case #3	Case #4	Case #5	Case #6	Case #7	Case #8	Case #9	Case #10
CODE										
Centralized	1	0	0	2	0	1	2	0	0	2
Decentralized	0	0	0	0	1	0	0	0	4	0
Hybrid	0	1	1	0	0	1	1	2	0	0
Central	0	1	1	3	0	0	1	1	1	3
Athletics	2	1	1	0	0	0	0	0	2	0
Split	0	0	1	0	3	0	1	1	0	1
New	1	0	0	0	0	0	0	0	0	0
Comprehensive	1	0	0	0	0	0	0	1	1	1
Split with Ath/Dev	0	1	1	1	1	0	0	0	0	1
Athletics Fundraiser	1	0	1	0	1	0	1	1	2	0
Development Office	0	1	0	0	0	0	0	0	0	1
Donor	0	0	1	2	0	0	1	0	0	0
Both	0	0	0	0	0	1	0	0	0	0
Positive	1	2	1	1	1	1	1	1	1	4
Difficult	0	0	0	0	0	1	0	0	0	0
Face 2 Face	1	0	0	0	0	1	1	0	0	0
improving	2	0	2	0	1	0	0	0	0	0
Solid	0	4	2	2	0	1	1	4	0	2
Ad-hoc	0	0	0	0	1	0	0	0	1	0
virtual interactions	0	0	0	0	0	0	0	0	1	0
Athletic Director	1	1	1	2	1	5	1	3	1	2
Vice President	2	1	2	2	1	1	1	1	0	2
University President	0	1	3	1	1	1	1	0	1	0
Complicated	1	0	0	0	0	0	0	0	0	0
strong	0	0	1	2	2	1	2	1	1	0
Current Structure	1	0	0	0	0	0	0	0	0	0
Additional staff	0	2	3	0	0	0	0	1	0	1
Housed in Athletics	0	0	0	0	0	0	1	0	0	0
Direct Report to AD	0	0	0	0	0	0	1	0	0	0
Less Clearance from Central	0	0	0	0	0	0	0	0	1	1
Large, Comprehensive	0	1	0	0	0	0	0	0	0	0
Project Management	0	1	0	0	0	0	0	0	0	0
Excessive Meetings	0	2	0	0	0	0	0	0	0	0
More staff	0	0	1	0	2	1	1	0	0	0
Not Enough coordination	0	0	0	1	1	0	0	0	0	0
Not a priority of President	0	0	0	1	0	0	0	0	0	0
Location in Athletics	0	0	0	0	0	1	0	0	0	0
Internally Focused AD	0	0	0	0	0	1	0	0	0	0
Not winning	0	0	0	0	0	1	0	0	0	0
Program Prestige	0	0	0	0	0	1	0	0	0	0
Ticketing Structure	0	0	0	0	0	0	1	0	0	0
TV Contracts	0	0	0	0	0	0	0	0	2	0
Tax Law	0	0	0	0	0	0	0	0	1	0
TOTAL CODES	15	20	23	20	17	20	19	17	20	21

Based on the coding, there were several themes that were presented across multiple interviews. A general theme that occurred across the interviews was the broad organizational structure that the athletic development officer worked within. The organizational structure was one of the most critical themes that emerged, and the responses provided a very rich view of how the athletic development officer views their organizationally structurally. For example, a response by Case #2 showed how complicated the organizational structure for athletic development officers could be within a hybrid organizational approach.

So we are a currently kind of a hybrid model with some development officers being decentralized and housed within a specific unit and then some working for the central office. So there's a (inaudible) athletic fundraising. We have two officers who are decentralized. They office out of the athletic department there but their salaries are both split 50/50 between athletics and what is institutional advancement which is houses our Office of Development. They report from the reporting structure side kind of dually to our deputy athletic director and then also our associate vice president for development. And then in my role I am Director development for university initiatives. So I am in a centralized role. I report only to the associate vice president for institutional management but I am assigned specific units for major gifts. So I am in charge of all of our athletic major gifts fundraising. And then I'm a secondary for college of a business.

To summarize, this individual leads the major gift fundraising efforts and reports to the associate vice president for institutional management, but in addition to raising major gifts for athletics, he is also assigned to the College of Business and their priorities. Two other employees that are focused on raising funds for the athletic unit also report to a deputy athletic director and an associate vice president for development, while not reporting to the fundraiser in charge of raising the largest gifts for the unit. As is evident, the organizational structure that these employees must endure is not the most straightforward and simple organizational structure to navigate.

Another example of an organizational structure exemplified by a centralized approach was this response by Case #4. The participant explained the centralized organizational structure currently utilized by their organization:

Yeah, so, you know, some, some universities have, their development operations run through the foundation. We do not. So we are all university employees here and so, with that, you know, comes some benefits and some challenges. For sure. One, I think it's for the sense of community, I think it's a good thing, to all be reporting up one chain to the president. Some of the challenges that presents are just, you know, if you work for a foundation, you're basically working for a private entity. So it makes it easy to, easier or simpler or the processes for travel, hospitality, things like that, are much easier when you get to work outside the so called state system. So there's good and bad with however you do it. I worked at the University of XXX XXX where we were all foundation employees and that presented some, some benefits, but also some challenges and, you know, here being on, on the university side, you know, same thing. There's, pros and cons to all of it.

The organizational benefits that can accrue to organizations and create a centralized organizational structure are the strong sense of community and alignment of institutional strategies. This particular athletic development officer has worked in both organizational structures and calls out some of the benefits and drawbacks that he has seen with both approaches to organizational design. In addition to the benefits mentioned above of the centralized structure, there is also a strong case to be made that it creates a stronger culture of collaboration with the university and with other development colleagues across the university.

Another organizational structure that is present within this broad theme was a decentralized organizational structure. An athletic development officer from Case #9 described the decentralized organizational structure:

I think it grew into this as the university grew, which is now almost 140 years old. You know, they started doing fundraising but then they realized there is a demand, not a demand but a selling point to be able to have donors restrict their gifts directly to a department. Or you know medicine, they don't want to give it to the football team, they rather give it to cancer research or something like that. So it works better to have it decentralized so everyone can raise money for what their

purpose is and center in on those donors that are interested in that or the alumni. The business school should be giving to the business school and not to paleontology. So that's why it's built like that.

As shown from this response within a decentralized organizational structure, the rationale for this type of organizational structure is the unit fundraiser is able to focus on the unit at hand and move the fundraising relationship forward in a positive way within the unit based on the donor. Issues can arise when the donor is interested in multiple units and the collaboration and integration needed to introduce the donor into another unit can be cumbersome at best and difficult to manage at worst. Within a decentralized environment, an athletic development officer has little to no incentive to move the relationship toward other units at the organization and a sense of ownership with donors could become prevalent.

As shown by the previous few comments by athletic development officers in centralized, decentralized, and hybrid environments, the organizational structure can have an important impact on the working environment of an athletic development officer. While there are significant pros and cons to each of these organizational structures, the nuances of the local arrangements are critical as leaders look to create the best organizational structures for the athletic development unit.

Another theme that emerged in the interviews is the theme of athletic structure. This was different from the coding that was organizational structure. The latter theme was focused on the more general organizational structure, whereas the athletic structure responses were focused on the structure of the athletic fundraising operation specific to their organization. Within the athletic structure theme, what emerged was a comprehensive athletic structure where the athletic development officer is responsible for all athletic fundraising and a situation where the structure is split with both the athletic development officer and the institutional development office.

The responses were evenly distributed between the comprehensive response and split with athletic development athletic structure. An example of the comprehensive athletic structure is shown in Case #1 description:

Okay. So the way we have it set up here, myself and our athletic director are doing the major gift fundraising and we created a position to run our annual fundraising. So it's really a three person shop with my AD. Well we also do annual gifts, the (inaudible) and annual gifts. But it's a three person shop where we have a young lady who handles annual funding, and then myself and the AD handle all the big stuff. And then we also have some graduate assistants that assist our annual fundraising.

The athletic development officer in Case #1 explained they have total control of the athletic development operation and the ability to influence the fundraising for the athletics program at the school. This locus of control for an athletic development officer is within their ability to influence the organization, whereas the decisions outside this locus of control are not within their ability to influence.

This response was contrasted with the response of the athletic development officer in Case #3, who reported a split athletic structure with employees that report to both the athletic development officer and the central advancement office.

So in essence, my AD, he kind of gives me the autonomy to kind of run this unit. I report to him, I'm responsible for our fundraising goals. What's interesting is, so the annual fund officer has only one report, directly reports to me. But then, also, I forgot to tell you this, we have our events person here in athletics fundraising. She reports to me. And then we also have have an administrative assistant, kind of a jack of all trades. So she does everything, reports to me. But our annual, I mean, our major gift officer, he has a dotted line reporting structure. So he reports to me and to our AVP of advancement. So he's the only one with a dual reporting structure.

With this complex organizational structure, it's interesting that Case #3's organization made the decision to split the reporting structure between both the athletic development officer and the central fundraising office for the organization. Case #3 also reported a hybrid organizational

structure, and this would be consistent with the reporting of a hybrid organizational structure and the structure of the athletic development office to be consistent with the higher level organizational structure.

An important variable for an athletic development officer was where and how the budget to operate is controlled and functions within their organizations. Within the semi-structured interview, the participants were asked to discuss how their budgets are managed and where they come from, either the athletic budget or the central development office or a mix of both. In the budget theme, there emerged a variety of responses where the control of the budget was either controlled by the athletic department, the central development office, and then a split between the two. Typically, an institution's decisions about control, influence, and the power of relationships are exhibited by the way the budget is implemented. All of the participants' budget responses were aligned with how they were structured organizationally, whether centralized, decentralized, and hybrid. This was not surprising, as budget typically follows priorities in organizations and this was true in the responses of this research.

Another theme that emerged from the semi-structured interviews was how athletic development professionals see the ideal state of their work. The most common response from them was the need to have more staff at their disposal to implement their fundraising strategies, whether that be a major gift or annual giving work. For example, Case #2 had this to say about bringing additional staff on the team.

Yeah I think we need we need more staff. I would say perhaps one person for sure. Or we would need to reallocate maybe what other people in the department are doing. So I don't think maybe it is always efficient in that regard. So I don't necessarily know that it's that we need just more staff numbers but perhaps we need, you know, people that we just need to maybe shift some responsibilities. So, you know, taking tickets or fundraising and maybe putting that to somebody that's

within marketing just because those two might match in my opinion a little bit better.

In addition to the need to have additional staff for the ideal state of athletic fundraising, it was also interesting that several individuals in this study reported that they were looking for the opportunity to have less clearance from central development to work with prospects as an ideal state and opportunity for improvement within their organizations. This came through in several conversations and is best exemplified by Case #9's response.

That's a good question. Some donors if they're getting football tickets and showing an interest in athletics, I would like to not have to go through a clearance on some of them. You know, and you have other schools that are so protective but we want them to give both places. But if they want football tickets then they're going to have to give to athletics to get those football tickets. You can't give to the business school and get good football tickets. So just let us do it and then we'll turn them, you know, don't make us walk on egg shells a lot of times with these donors. Sometimes they get so protective because they don't have the vast numbers and that's not to the benefit of the donor, in my mind.

Getting clearance and coordination from university advancement or development is a classic issue for the athletic development professional. Given that many of the institution's donors are giving to the university athletics program, there has been, in the researchers experience, a continual issue that athletic development professionals need to work with certain donors to make sure they are maximizing the relationship with the donor. As a university fundraiser who has worked both as an athletic development professional and a centrally based administrator, it is easy to see how the different viewpoints on donor clearance manifest themselves. This is where the centralized and hybrid approaches to organizational structure can help to align athletics more closely and the centrally based development office to maximize donor relationships for the institution.

The relationships of the athletic director, the chief development officer for the institution and the institution Chief Executive Officer (CEO) are very critical to the

success of fundraising and in particular to this study, the success of the athletic development officer. A theme that emerged from the interviews was the relationship of institutional leaders in the views of how athletics fundraisers perceived the functioning of their organizations. For example, an important part of an athletic fundraiser's views that emerged within this study was the relationship between these important institutional leaders. Case # 3 discussed the leadership of institutional leaders, specifically, the athletic director and the head of fundraising and the impact it has had on their success as an athletics fundraiser.

Yeah, I think we have a great yes, I'll put it this way. I'm certain this is my third institution by far it's the best here that has been at any other institutions. There's not like a power struggle, nothing like that. I'm certain that, I think they would feel the same way. We, we really work well together and understanding the bigger picture because we're in a capital campaign right now and the two anchors for the campaign was the science building, which is about 80% done and events center, for athletics. And we're in the process now we, everybody knew we got to get the science building done. The science building is about done. So now everyone's on board trying to get the events center built. And of course we can't do it just us here in athletics, so that's all of my peers in advancement, all with the president out making asks for gifts for this events center.

While it is clear that Case #3 felt that the dynamics between the athletic director, vice president of development, and President of the University were strong and cohesive, there were other respondents who felt that the relationship between these institutional leaders was less than desirable. Case #1 described the institutional leader's relationship.

I think it's very different dynamics. Just because there was a relationship, a previous relationship for one side with the VP for advancement development and now there's a, building of a relationship between our AD and the president. I think you know, one have since being previously established it was stronger. Our AD's relationship with the president's growing every day, growing stronger every day. We have been pretty much left alone for the most part and allowed to do what we do because we have the results. If we didn't have the results I think there is the potential to be micromanaged. And now because we have results to show the work we're doing, we're being left alone.

As Case #1 states, there appeared to be a less than desirable relationship between those two leaders than would be expected to operate at an optimal level for fundraising success. On the whole, the athletic development professionals interviewed for this study reported strong relationships between their leaders, but as exemplified by Case #1's experience, that is not always the case.

Organizing athletic development into centralized, decentralized, and hybrid forms is a critical piece of understanding how organizations work internally to coordinate and collaborate to manage a donor's relationship with an institution. There are many facets and variables that go into this as organizations work to design athletic development in a way that works for everyone involved. The views from athletic development professionals are critical to the fundraising success of athletics departments and broader university fundraising. While there are many different ways of structuring and implementing athletic fundraising strategies, it is critical to organizational designers in these situations to recognize the importance of their relationships with leaders internal to the organization. Without a well-functioning group of leaders above the athletic development officer, the ability for them to maximize their role is severely hampered.

Within centralized, decentralized, and hybrid organizations, the athletic development officer faces a variety of issues and challenges as they go about the work of raising philanthropy for the use of the college or university. As their experience above shows, athletic development officers face a multitude of challenges as they go about managing external relationships on behalf of the university or college organization.

Research Question Five

The last question that was asked as part of this study is “What messages are sent from athletic departments and universities with their websites for athletic fundraising?” To answer this question, the researcher pulled the main fundraising websites for each of the colleges or universities that participated in the semi-structured interviews. The researcher then coded the text of the website separately from the semi-structured interviews utilizing content analysis. As the researcher was coding the texts of the website, a number of themes emerged. These themes included, date of creation, athletic priorities, calendar/process, contact info, critical giving, examples of success, financial info tied/not tied to tickets, and a growth mindset. The coded themes that emerged were very basic in what the college or university felt was appropriate to share with external audiences through their respective websites.

It was surprising that a number of athletic development websites chose to focus on the date of creation for their athletic development group and to use that as a focal point to share on their website. Case #1 and Case #7 for example, were very focused on presenting the longevity of the athletic development group in their messaging on the website. With each of these cases presenting their information as being started in 1958 and 1923 respectively, it was clear that they wanted to showcase and highlight how long they had been facilitating support to the athletic program from donors.

One of the most common themes that emerged from the websites was information connected to either financial giving information being not tied or tied to tickets. At some of the smaller and less prominent Division I institutions, the focus of the financial giving information presented was on the giving information that was not tied directly to tickets. Especially when the information that was presented was not tied to tickets, the majority of the messaging tended to

focus on the importance of the potential for a tax deduction when giving to the athletics program at the college or university.

When the information was presented about the financial giving information being tied to tickets, there were many more details supplied about the simple cost and the return that the donor would receive from the gift. For example, Case #2 focused on the access aspect of the premium seating options and did not highlight the benefits that would accrue to the university or athletic programs due to the support made in this area.

The researcher was surprised at the simplicity of many of the themes shared. For example, several of the websites focused on defining what athletic development is. One website shared “The BLANK STATE ATHLETIC Club is the fundraising organization for Athletics. Its goal is to provide the resources necessary to compete at a national level in all areas. The BLANK STATE ATHLETIC Club provides a simple and inclusive avenue to support our student-athletes, while members receive benefits based upon that support.” Many similar statements were shared on the selected websites. Ultimately, this section was highlighted by the websites in this studies lack of traditional messaging about impact of philanthropy on participants, compared to the other benefits of tax deduction and seating premiums in the author’s experience.

CHAPTER V

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

The purpose of this study was to provide a more comprehensive understanding of athletic fundraising, specifically, how it is structured organizationally and to discover how those variables related to organizational structure of centralized, decentralized, and hybrid organization structure. This study also was designed to qualitatively assess how organizational structure impacted athletic fundraising professionals as they worked in various organizational structures and cultures and how the variables within these structures impacted them as individuals. Using a mixed methods design that incorporated both qualitative semi-structured interviews and a quantitative survey instrument to answer the research question, the current study explored how intercollegiate athletic fundraising organizations are currently structured and used semi-structured interviews to explore how people within the organization view such structures. Additionally, this research was designed to discover how athletic fundraising organizations within higher education are structured and how these structures affect athletic fundraisers.

Research Question #1

The research in this study was limited to five research questions that focused on salient aspects of organizational structure and design. The researcher examined various organizational variables and how they would affect the organizational structure chosen for the athletic

fundraising organization. The first research question focused on the relationship between organization structure and organization size. The researcher first ran a series of crosstabs and then ran a chi square analysis on the number of employees in the athletic fundraising organization. A total of 47 organizations reported being organized in a hybrid structure, while 17 organizations reported being organized as decentralized and centralized respectively. There was not a significant difference between organizational size and the number of reported employees. While there was not a significant difference found between organizational structure and the organizations size of the staff, this lack of difference is important because from the researcher's experience since most practitioners feel that there is a clear connection between the structure of the organization and the size of the athletic fundraising staff.

The preconceived notion between organizational size and the size of the athletic fundraising staff was found to have no relationship in this study; however, there could be areas in other pockets of the university where there may be an increase on the size of the organization and more fundraising staff. For example, larger and more complex research universities, might emphasize university fundraisers assigned to the College of Business fundraising efforts and de-emphasize the size of the intercollegiate athletics fundraising staff. This could be an opportunity for additional research as studying how other parts of university fundraising organizations are structured in relation to their staff sizes could indicate more significant relationships in those areas of the university.

While there may be a clear preference from athletic development fundraisers and other practitioners on organizational structures the data from this study has shown that there is no significant difference between organizational size and the size of athletic fundraising staff. This was not what the researcher would have believed to find prior to the start of the study. Given the

results of this study, there could be a number of pathways for future research. Those could include studies that incorporate additional variables into the study for research of organizational size and structure. As there were several variables that were not included for various reasons, there are additional variables that the researcher did not include that would show some type of relationship with organizational size and staff size.

Research Question #2

The second research question was “What is the current structure of athletic development operations in Division I institutions?” As discussed previously, this question focused on how the athletic fundraising organizations were currently structured. From the results of the survey, a total of 56% of the respondents report to the athletic director. This is interesting due to the multitude of organizational structures that are available to organizations. The second most reported response was centralized organizational structure. With so many athletic fundraising professionals reporting this organizational structure, it would appear the athletic director at most institutions has the reporting line responsibility for the athletic fundraising organization and therefore would play a bigger role in that organizational subunits’ goals, roles, and culture. This is very important as a critical aspect of fundraising in higher education is coordination and collaboration in success with donors to both the academic and athletic enterprise. In the researcher’s own professional practice, the more influence an athletic director has over the fundraising goals and culture, typically results in more short-term thinking about where the money is coming from for a particular project, rather than the long-term opportunities within a given donor’s passion and interest. An interesting extension for research here would be a study that focuses on the athletic director and their perspective on university or central development.

There is, typically, a very different culture and mindset in the athletic subunit of the organization as compared to the central or university advancement operation. The world of athletic fundraising is typically faster pace, more transactional, and project based compared to other areas of university development.

Within this research question, the person who conducts the athletic development professionals evaluation was collected via the survey instrument. The results for this question echoed the results of who the athletic development officer reported to. A total of 45 respondents indicated that their evaluations were completed by the athletics unit at their campus with only 12 explaining that their evaluations were completed by the central development team. This would seem to confirm that the respondents of this survey were mostly led and evaluated by people who are housed in the athletic subunit of the college or university organization.

Another variable that was collected via the survey and was used to answer the current structure of athletic development operations questions was the size of the athletic fundraising organization. What was found was that the vast majority of the athletic fundraising organization consisted of three or less employees dedicated to this function at the university according to the survey results. With the size of the staff at Division I athletic fundraising organizations being a typically small organization, there are multiple areas of interest and conclusions to be drawn from this. For example, as a centralized development officer at my current position, the researcher was surprised by how small the fundraising teams for athletics are across the respondents of this study. Knowing what it takes to staff and function at a high level, it would be very difficult for athletic fundraising organizations to have a high functioning, stewardship, given the small nature of the athletic development teams, it was interesting that with several of the qualitative responses there was a continually request for more full-time staff to be part of the athletic development

teams. It would seem that many athletic development staff see that there is additional opportunities for fundraising if there was more staff added or moved from central development to work in this space.

Given there was a clear bias toward the athletic unit providing leadership and formal evaluations and a clear need from the qualitative interviews for additional fundraising staff to the athletic development function, there seems to be a need for the athletic director and the vice president of advancement to look at how to exploit the additional opportunities that athletic development professionals are seeing. For example, in the researcher's experience, vice presidents of advancement are typically keen to invest in areas with a strong return on the organizational investment. This interest to invest could be tempered due to the organizational focus on one of many athletic fundraising organizations to report to a different part of the organization. This is where the opportunity for hybrid organizational structures could come into play. With the need to have a further investment for a higher return on that investment athletic directors and vice presidents for advancement could come together and create arrangements where additional resources are brought into the athletic fundraising operation. Control is important to administrators, and without this control they may not feel they are incentivized to participate and give up control of some of the resources. As fundraising and athletic leaders continue to have higher pressure of fundraising results, creative solutions will need to be created to allow for additional resources to be allocated for athletics.

Research Question #3

Research question three in this study was "What are the characteristics that differentiate athletic development operations in Division I institutions?" As discussed previously, there are a

multitude of characteristics and variables that make up the athletic development operations at NCAA Division I institutions. To answer this question, the researcher first looked at the size of the endowment of the institution compared to who in the organization the athletic development professional reports to within the structure. As the researcher started this study, it was thought that the larger the endowment is the more potentially decentralized the organizational structure could be as that relates to some of the work previously completed in the literature review. The researcher thought that as the endowments became larger the prevalence for more decentralized and reporting to the organizational subunit lead or athletic director would increase. However, as we looked at this organizational variable, there are a number of potential reasons why this might be. Endowment size may not have a clear pathway to organizational structure as initially thought because of so many other variables that could play into the organizational structure. For example, within NCAA Division I organizations there are a multitude of organizations that could have larger endowments and still organize their fundraising in a decentralized and hybrid approach. For future research, it would be interesting to look at how other parts of the university/college are structured compared to the size of their respective endowments. Athletics fundraising structure compared to other parts of the organization could be much different.

Another crosstab was generated to answer research question three, which looked at the number of employees in athletic fundraising compared to the size of the endowment. The results for this crosstab describe a similar situation to the previous crosstab. Overall, as the size of the endowment grew, there was not a noticeable uptick in the number of employees. This is not something the researcher anticipated seeing come through the research. As an endowment size grew larger by institution, the researcher anticipated there to be the opportunity to have additional athletic development professionals within the organization. With the results from the

survey in this study it seems that this is not a variable that is characteristic for the growth of athletic fundraising subunit by number of employees.

While this research question was focused on the athletic fundraising unit, there are implications that could be applied to the work of athletic directors, athletic fundraising organizations, and advancement offices. As endowment size increases, the resources available to the institution should increase. This could potentially be an opportunity for athletic directors, vice presidents for fundraising, and the university president to collaborate and pool resources to add additional people into the athletic fundraising organization. An interesting extension of this research characteristic of higher education fundraising organizations could be to look at if the endowment size increases, does the total fundraising staff increase at the institution. While this did not happen in this study, this could be where the additional resources of a larger endowment have manifested an increase in the total advancement staff, rather than an investment in the athletic fundraising subunit.

Additional characteristics of athletic fundraising organizations were explored to answer research question three. In particular, as discussed earlier, the researcher ran a chi square test of independence between the variables of administrative support location in the organization and the athletic fundraising organization reports into the broader organization, as well as a chi square test of independence between who controls the athletic fundraising budget and the organizational structure of athletic fundraising. There was an association between both the variables of administrative support location and control of the budget and who had the administrative control of the athletic fundraising function. This is important as this association shows that administrative support and the budget functions are aligned with who supervises the athletic fundraising function. This could have several important implications for practitioners in the field

of higher education fundraising. Within organizational politics, the ability for both the athletic director and the vice president to apply additional control over the athletic fundraising unit could be implemented by providing additional administrative support to the athletic fundraising unit. For example, with this research, a vice president for fundraising could potentially look to exert more influence over the athletic fundraising unit by providing administrative support and providing additional budgetary resources. For the athletic director, it may be important to ensure they control the budget and administrative support to have additional influence into their work. There seems to be tensions in this arrangement between the athletic director and the vice president of fundraising, especially as work continues to evolve and donors are increasingly looking to support joint proposals and other ways to support work that is not focused on one area of the organization. Traditionally, in the researcher's professional practice, a way to have more control in situations would be to allocate a fundraising unit more resources, but another way would be to provide administrative support to the organizational subunit to potentially have more input to the work of the athletic fundraising unit.

From the researcher's perspective, there is an opportunity to continue to explore the characteristics that contribute to organizational structure and design and extend the work that was completed in research question 3. Given the limits of this study and the focus on the athletic fundraising subunit, there is an opportunity to broaden these studies into other areas of higher education fundraising. For example, a large unit that is very attractive to philanthropy in higher education is the College of Medicine. Given that the College of Medicine is important from a tuition and research revenue perspective, the characteristics of their fundraising operation could vary differently than the athletics fundraising organization. There is much opportunity with continuing to study and research the organizational structures of higher education fundraising.

Research Question #4

A key aspect of this study was the mixed methods and in particular, the interviews with the athletic development professionals. Research question four was “within centralized, decentralized, and hybrid models, how do athletic fundraisers view their organizations?” To answer the question, interviews were completed with 10 athletic fundraisers who had completed the survey earlier discussed. Semi-structured interviews were completed with each of the individuals selected for interviews. What was clear to the researcher through these interviews was the complex organizational environments that these athletic development officers operate. Found within several of the quotes were descriptions of the operational and administrative environment these individuals operated within. The operating environments in higher education can be very complicated as development officers can have multiple people they must report and show their work to and, at some level, justify their existence. Within the researcher’s experience, this is a difficulty with success in higher education fundraising. Especially in hybrid and matrixed organizations, it is difficult to navigate these very complex and complicated reporting relationships. The unity of command management principle is very difficult to adhere to in these environments as the development officer has so many people who have input into the direction of their work. While hybrid organizations can provide a number of positive benefits and strengthen ties between central strategies and subunit goals, this organizational structure can also add layers of bureaucracy and make a more complex operating environment for staff.

Hybrid organizational structures continue to be popular for organizing athletic development organizations, and it is important for leaders in higher education to recognize the position that athletic development staff find themselves in where they need to be able to operate within the university fundraising environment, the athletic department operating environment,

and then also the external environment with donors and prospects. It is critical that these positions operating in hybrid organizational structures are adaptable, flexible, and have clear goals that are aligned with both the athletic director and vice president for fundraising so there is as little ambiguity as possible for the athletic development staff in the organization. The researcher would recommend the need for a predetermined cadence of communication and continuous check-ins to ensure the alignment necessary for this organizational structure to flourish and allow the athletic fundraising staff to be as successful as possible.

Centralized organizational structures were another organizational structure that athletic fundraisers discussed within the interviews to answer research question four. Within the centralized organizational structure, the benefit of using this structure is the opportunity to have better alignment with institutional priorities, community building, and more of a collegial environment for the athletic fundraising staff with other institutional fundraisers. As the researcher has progressed through their career, creating an environment for collaboration is critically important. Centralized organizational structures could allow the opportunity for more collaboration and joint proposals with athletic and institutional proposals. This is an organizational structure where the athletic director may have issues with feeling that they have less control and influence over the direction of their fundraising program. An opportunity for future research in this space is to look at athletic director perceptions of fundraising when the athletic unit fundraising is managed centrally.

Decentralized organizational structures were also reported from the survey portion of this study. Decentralized organizational structures are when the athletic fundraising professional reports to the unit rather than to a central fundraising structure, typically housed within the organization's advancement unit. As shown in a previously selected response in chapter four,

some athletic development professionals feel that the focus on a unit provides the ability to align closer with donor passion and interest. In the selected response previously discussed, it is clear that there is value with the organization being able to focus on an individual unit's priorities and aspirations, especially as the higher education entity grows larger and becomes more complex. For example, in many institutions of higher education there are fundraisers housed in the college of medicine, college of design, athletics, and the other units in the higher education organization. Given the scope and breadth of offerings and opportunities, it is difficult for a centralized development professional to be as updated and informed of the activities of the unit they are fundraising toward.

While there are benefits of decentralized, there are also issues that arise using this organizational structure. This organizational structure may allow for a greater focus within the subunit, and from the researcher's experience, there are also drawbacks with coordination, collaboration, and alignment of goals. These issues can become even more pronounced at large public institutions of higher education that have academic health centers and clinical enterprises as part of the organization. The ability for leaders in the advancement function to coordinate and collaborate become extremely difficult in the decentralized environment as there can be tension between the goals of the subunit (athletic department), the advancement unit, and the broader institution. This becomes even more difficult as advancement professionals attempt to work within this environment and attempt to coordinate donors giving to multiple subunits within the higher education enterprise. The donor could see the institution as a whole rather than the sum of its parts and the coordination and collaboration is a great deal of work for the athletic or subunit development officer.

Research Question #5

Lastly, research question five was “What messages are sent from athletic departments and universities with their websites for athletic fundraising?” This question is important as there are a multitude of ways that organizations can use their websites to raise additional funds, raise awareness of fundraising, and highlight the priorities of the athletics operation to garner additional interest and funds. From this study it is clear there is an opportunity to further study the marketing and advertising of athletic fundraising websites. Given this study’s findings that there was a focus on the longevity of the athletic fundraising organization, there seems to be an opportunity for the athletics fundraising organization to put a clear focus on what donors will be impacting with their philanthropy and the opportunity to make the athletic department better through their giving. More research and insight into this could yield better websites that provide a more comprehensive and enticing website that resonates with new donors and has the opportunity to extend others giving.

This study focused on organizational structures and the variables and environments the athletic fundraising professional operates within. From many of the surveys, the organizational structure is important, but it didn’t seem to be as important as the operating relationships of the athletic director, vice president of advancement, and the university president. Many of the athletic fundraisers in this study continued to talk about the relationship between these three very important leaders in the higher education organization. When these relationships are working and aligned in purpose and direction, the ability for fundraising to be more successful is significantly amplified. Future research needs to be focused on these relationships and how they can be fostered to create an environment of fundraising success. In the researchers own professional practice, this is called this “triangulation.” The triangulation of the subunit leader, the

development leader, and the organizations CEO is paramount to success. When these relationships are not optimized there can be significant hurdles to creating internal coalitions needed to align the subunit, broader organization, and donors toward significant philanthropy.

Athletic fundraising in higher education is a complex endeavor given the need to navigate the internal bureaucracy of higher education and building relationships with affluent and influential donors, while also aligning these donors with the organization's priorities, dreams, and aspirations. This study attempted to shine a light into the organizational structure and environments that the Division I athletic fundraiser attempts to navigate and operate within. While not exhaustive, this study adds to the sparse literature of organizational structure within athletic and higher education and advancement organizations. Multiple opportunities abound to extend and test areas of this study to learn more about these organizations and environments.

Limitations

There were a number of limitations within this study. One of the most glaring limitations of this study was the response rate and the selection process for the qualitative section of the study. Athletic fundraisers are very busy and have limited time to participate in survey research. This made the participation in the survey lower than the researcher would have hoped for. While the researcher is satisfied with the response in this study, a more robust response rate could have yielded different results or more pronounced results than were found in the study. With this research design the individuals who participated in the survey were also asked to participate within the qualitative portion of the study. The individuals who participated in the qualitative portion of the study were used with purposive sampling and had specific communication from the researcher. There could be a different type of individual that participated in the study with

outreach from the researcher rather than the individuals who participated with the qualitative portion of the study.

Another limitation of this study is the lack of previous research on the organization structure of higher education. There has been only a few journal articles and dissertations that have been about the organization structure of fundraising offices in higher education. With this lack of previous research, this study was mostly exploratory and focused on describing the current state of organization structure and the current experiences of athletic fundraising. As fundraising at institutions of higher education becomes more important with state funding and other sources of revenue becoming strained, it's critical that managers have an understanding of how best to organize and structure organizations for fundraising success.

Recommendations for Future Research

Given the lack of research on higher education fundraising and the organization structure of fundraising organizations, this study was exploratory in nature and explored the variables of organization structure in athletic fundraising organizations in higher education. There are several opportunities to expand this research and explore multiple avenues for future research. For example, there is an opportunity to replicate this study's findings and explore variables that lead to organization structure in athletic fundraising organizations. The majority of organizations in this study reported as being hybrid in nature. In future research there could be studies completed that attempt to compare the difference between hybrid, centralized, and decentralized organizations. Future researchers could discover there are significant variables that contribute to how these organizations are structured.

Another path of future research building from this study is the intersection and relationship of the athletic director, university president, and vice president of development. This study has shown the importance of these relationships in athletic fundraising and future studies could further explore these important organization relationships and see what variables lead to organization success. For example, a study could be set up that explores the view of the university president of athletic fundraising and its effectiveness and compare that to the views and attitudes of the athletic director as the organization sub-unit's leader. There could be important misunderstandings in what effectiveness means for each leader and how that manifests itself with coordination, alignment and goal expectations around the fundraising field.

An additional area to build off the research of this study, is in depth qualitative research on the relationship between athletic directors and chief development officers on campus. In the researcher's experience, this relationship is critical to success of athletic fundraising. With the rise of Name, Image, and Likeness opportunities for student athletes and the complexities of revenue generation within athletics there is the opportunity for athletic directors and chief development officers to have differing views on how to approach potential and current donors and funders. With the insatiable desire of athletic departments to grow revenue there are various opportunities for misalignment and miscommunication. Future research that explores this relationship in more detail could help practitioners intentionally craft strategies that lead to greater understanding and cooperation between these institutional leaders.

As discussed earlier, NIL is a continuing evolving space in intercollegiate athletics. This study was completed prior to the enactment of NIL in 2022. There is still a great deal of ambiguity in this space as many athletic departments have asked athletic fundraising staff who have traditionally focused on ticketing, philanthropic gifts, and this is an additional responsibility

that makes the difficult job of fundraising and seeking support from external entities potentially even more difficult. Given the recency of the changes, there will be a great need for researchers to study the impact of NIL on athletic fundraisers attitudes about the profession and intercollegiate athletics as a whole.

Another aspect of the further research that could occur in this line of research is to look at the tenure of athletic development officers in their positions and how that potentially impacted the qualitative portion of the research. This research left out tenure of the athletic development professional and this would be a natural area to look at how the effect of tenure is on the experience of the athletic development officer.

Implications for Practice

This study has many potential implications for practitioners who are looking for insights into their professional practice. As this study sought to describe the current state of athletic fundraising there are many practical implications for understanding athletic fundraising as it currently exists on college campuses across the country. For example, as the researcher is a practicing fundraising and foundation executive, and former athletic fundraiser. Through this professional practice, it is clear many foundation executives do not understand the varied ways that athletic fundraising can and has been structured across the country. This research provides a fairly quick and discernible way for practitioners to understand the current ways that many athletic fundraising organizations are structured given a multitude of variables. With the lack of research on higher education fundraising organizational structure this dissertation focuses on organizational structure. This gives the foundation executive opportunities to think in new ways about how to structure their athletic fundraising units for success.

Another implication for practice with this research is the impact and importance of relationships of the university president, vice president for development, athletic director, and athletic fundraising officer. The information collected from the qualitative portion of this study showed that not all internal relationships are created equal or are as beneficial as they could be to benefit the institution and maximize the fundraising potential of the athletic fundraising office. In the researcher's professional practice the alignment of the previous listed positions is critical to the success of athletic fundraising. Practitioners are aware of the importance of these relationships but seeing the importance of those relationships and the interplay of the relationships is another aspect of the research that will be beneficial for practitioners as they look to increase alignment between leaders across different functions at the university.

This study also contributes to practitioners' understanding of how athletic fundraising is messaged to outside constituents by the messages transmitted by their websites. From this study there is a tremendous opportunity for practitioners to improve the quality and intentionality of their messaging on athletic fundraising websites. As athletic fundraising is considered the "front door" of a university, there is ample areas for universities to clarify the impact of philanthropy can have on an athletics program and the broader university as a whole.

Conclusion

This study was an exploratory, descriptive study, that utilized mixed methods to describe the current state of athletic fundraising organizations and sought to utilize semi-structured interviews to gain a richer and detailed understanding of the organizations that fundraise for Division I athletic programs institutions of higher education. Due to the limited research completed on athletic fundraising organization structure this study contributed to the research

and would allow other researchers to continue to study athletic and unit based fundraising organizations in higher education.

It is clear from this study that there are multitudes of ways to organize and structure athletic fundraising and there are multiple ways in which leaders interact to influence the actors within those structures. There are tradeoffs to any structure and an understanding from the qualitative aspect of this research is the importance of the relationships of the leaders in the organization, in particular, the athletic director, the chief development officer, and the president of the university. Regardless of the structure chosen by leaders they must be able and willing to work with the other important leaders in a campus environment to ensure that the processes and goals of the organization are optimized for success. It is very easy for the athletic director and chief development officer to feel that their part of the organization should be elevated or their goals focused on more generally by the president and other leaders. The four-legged stool of the university president, athletic director, chief development officer, and athletic fundraiser are critical to fundraising success in intercollegiate athletic programs. There are benefits and drawbacks to the various organization structures of centralized, decentralized, and hybrid. If the organization structure is created without the thinking of the relationships of the organization internally there will be issues with organization structure regardless of structure chosen.

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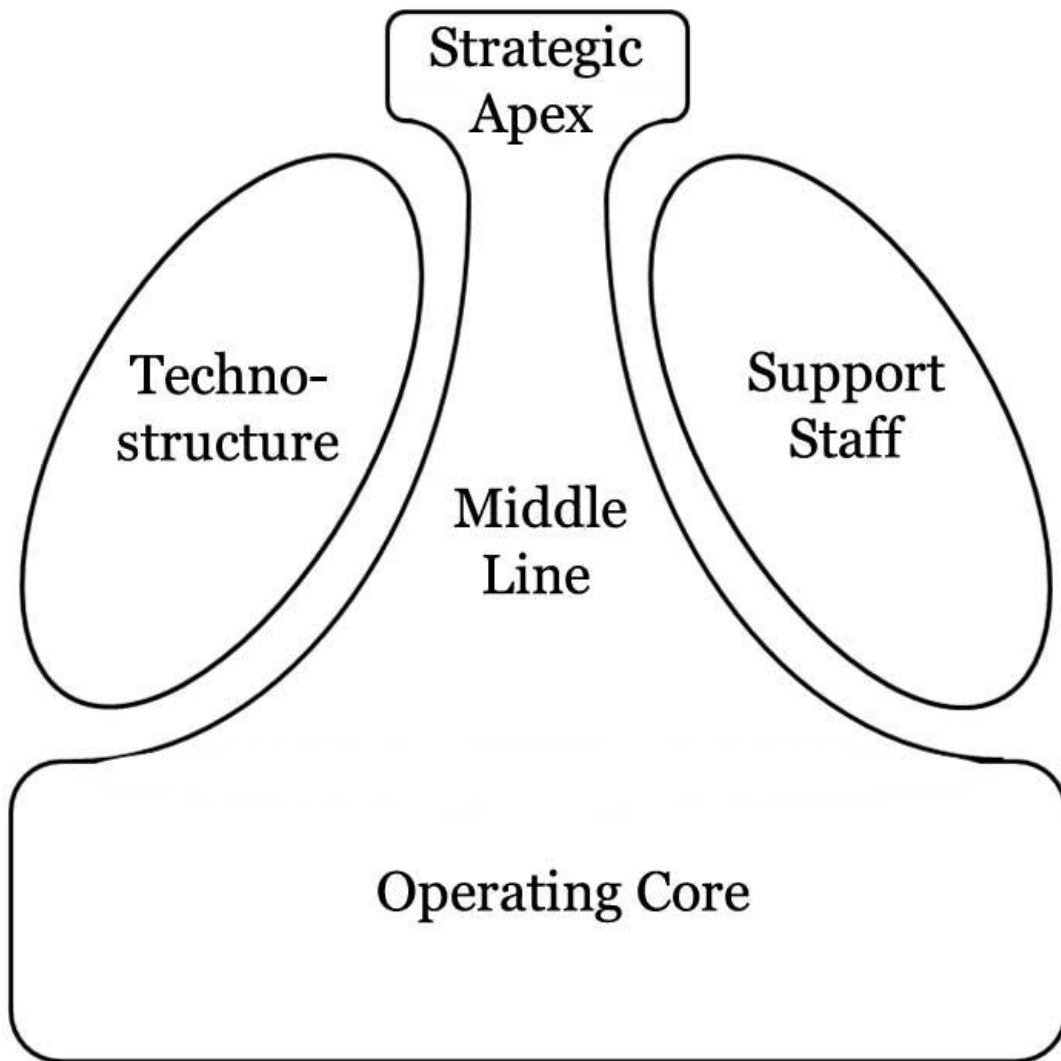
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APPENDIX A

MINTZBERG'S PROFESSIONAL BUREUCRACY



APPENDIX B

LASATER'S (2006) DEVELOPMENT OPERATION SURVEY FOR ATHLETIC
DEVELOPMENT

Important Information:

T Please mark your responses to the questions below.T

INSTITUTIONAL INFORMATION

1.

Institution name:

Location (city/state):

Questionnaire
completed by:

Title

INSTITUTIONAL CHARACTERISTICS
(demographic information)

2. Is there a separate corporation or university affiliated foundation supporting your fund raising?

Yes or No

3. I am an employee of the:

- A. University.
 - B. Foundation.
 - C. Both.
-

4. Are you considered the Chief Athletic Fundraiser of your campus?

Yes or No

5. Do you report directly to the Athletic director of the college or university?

Yes or No

If you do not report Athletic director, to what position do you report directly?

6. What is the approximate number of alumni of record for your campus (Fall 2017)?

- A. 20,000 and under
 - B. Over 20,000 to 60,000
 - C. Over 60,000 to 100,000
 - D. Over 100,000 to 200,000
 - E. Over 200,000 to 350,000
 - F. Over 350,000
-

7. What is the approximate total market value of your university and/or foundation endowment (Fall 2017)?

- A. \$50 million and under
 - B. Over \$50 million to \$100 million
 - C. Over \$100 million to \$300 million
 - D. Over \$300 million to \$ 1 billion
 - E. Over \$ 1 billion
-

8. Does your institution have an organized fund raising program?

Yes or No

If you do not have an organized fund raising program, your survey participation is complete. Thank you for participating in this survey. Please scroll to the bottom of the survey and click on the finish button.

9. How long ago did your institution establish an organized fundraising program for athletics?

- A. Less than 5 years ago
 - B. Between 6 and 10 years ago
 - C. Between 11 and 30 years ago
 - D. Between 31 and 40 years ago
 - E. More than 40 years ago
-

10. What year did your institution conduct its first comprehensive or capital fund raising campaign? _____

11. Total number of major gift development officers working for the athletic development office on your campus?

- A. Fewer than 3
 - B. Between 4 and 7
 - C. Between 8 and 11
 - D. Between 12 and 15
 - E. Between 16 and 19
 - F. More than 20
-

12. Does your campus have professional schools such as a Law School or Medical School (Dental, Optometrist, Orthodontist, etc.)?

Yes or No

13. Does your campus have administrative or student services that are based in the academic units (schools and colleges)?

Yes or No

ORGANIZATIONAL STRUCTURE AND MANAGEMENT PRACTICES

14. Which definition below comes closest to characterizing your fund raising operation in terms of organizational structure?

A. Centralized development model organizes all major gift development officers and fund raising programs under the authority of a central administrative office. The central office is responsible for conducting and organizing all fund raising activities using its own personnel, systems and resources.

B. Hybrid (semi-decentralized, semi-centralized or shared) development model allows development officers to report to the central office, but serve as liaisons for specific units. In a more decentralized hybrid version of the hybrid model, the development officers report to both the central office and the unit head or Dean equally. Within a semi-decentralized system, the centralized development operation usually controls and performs functions related to prospect research, annual and planned giving, major gift prospect management, stewardship, database management, and gift processing while some of the major gift cultivation and solicitation takes place at the academic unit level.

C. Decentralized development model organizes all development efforts by college, school, or program within the university. Within a decentralized system a Dean, appropriate department chairperson or program director hire, finance, supervise and house the development officer. Often times with a decentralized system the central development office provides services in a supporting role such as database maintenance, financial records or legal advice.

If you answered A please skip to question 27, if you answered B or C please continue with next question.

15. What is the total number of major gift development officers assigned to academic units at your campus?

- A. Fewer than 3
- B. Between 4 and 7
- C. Between 8 and 11
- D. Between 12 and 15
- E. Between 16 and 19
- F. More than 20

17.

	Athletic Unit	Central Development Office	Jointly	Varies Among Academic Units
To whom does the athletic development officer report?				
<p>20. If you answered jointly what is the percentage split?</p> <p>_____ Athletic Department</p> <p>_____ Central development office</p>				

18.

	Athletic Unit	Central Development Office	Jointly	Varies between Development office
Who conducts the evaluations of Athletic development officers?				
<p>If you answered jointly what is the percentage split?</p> <p>_____ Athletic unit</p> <p>_____ Central development office</p>				

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	Athletics	Central Development Office	Jointly	Varies between Development office
Which budgets provides salaries for Athletic development officers?				
<p>If you answered jointly what is the percentage split?</p> <p>_____ Athletic unit</p> <p>_____ Central development office</p>				

20.

	Athletics Dept.	Central Development Office	Jointly	Varies between Develop ment office
Which budget provides for donor cultivation expenses of academic unit development officers?				
<p>If you answered jointly what is the percentage split?</p> <p>_____ Athletics</p> <p>_____ Central development office</p>				

21.

	Athletics Depart ment	Central Development Office	Jointly	Varies between Develop ment office
Who provides clerical/administrative support to the academic unit development officers?				
<p>If you answered jointly what is the percentage split?</p> <p>_____ Athletics</p> <p>_____ Central development office</p>				

22.

	Athletics	Central Development Office	Jointly	Varies between Development office
Where do the athletic development officers have office space?				
If you answered jointly what is the percentage split?				
_____ Athletics				
_____ Central development office				

23. Check the highest level of gifts that the Athletics major gift officer manages.

- A. \$1 to \$1,000
- B. \$1,001 to \$10,000
- C. \$10,001 to \$50,000
- D. \$50,001 to \$100,000
- E. \$100,001 to \$1 million
- F. More than \$ 1 million
- G. Not Applicable

24. Do major gift solicitations require an athletic major gift development officer to obtain clearance for solicitation?

Yes or No

If Yes, then who gives clearance to solicit?

- A. Athletics
- B. Central development office
- C. Jointly
- D. Varies among academic units

25. In the event of a conflict between one or more academic units and athletics that would like to cultivate and or solicit the same major donor prospect, who ultimately makes the decision on who can call on the prospect? (Position title)

- a. Dean of (academic unit name)
 - b. (Senior, Executive or Associate) Vice President, University Development
 - c. (Senior, Executive or Associate) Vice President, University Advancement
 - d. Executive Director of University Development
 - e. Athletics Director
 - f. Director of Major Gifts/Leadership Gifts
 - g. Dean of Institutional Advancement
 - h. Director of Development
 - i. President of the Foundation
 - j. President of the University
 - k. Chancellor of the University
 - l. Other
-
-

26. Identify the importance of the following attributes when assigning a major gift prospect for cultivation in your organization:

	Very Important 1	Important 2	Somewhat Important 3	Least Important 4
Past annual and major gifts				
Academic unit of graduation				
Academic unit of spouses degree				
Campus volunteer activities				
Personal interest				

26. Within your fund raising organizational structure, indicate who has the primary responsibility in each area:

	Athletics	Varies among Athletics Mailing	Evenly Held	Primarily Central development office
Annual fund (mailings)				
Annual fund (phonathon)				
Solicit major gifts				
Solicit major planned gifts				
Solicit major corporate gifts				
Solicit major foundation gifts				
Sets cultivation & solicitation policy				
Maintains alumni database				
Identifies and researches prospects				

28. Within your fund raising organizational structure indicate who has the primary responsibility in each area:

	Athletics	Varies Between Athletics and Central	Evenly Held	Primarily central development office
Maintains prospect management system				
Maintains alumni database				
Prepares case statement				
Prepares campaign feasibility study				
Maintains gift records				
Acknowledges annual fund gifts				
Acknowledges major gifts				
Issues gift receipts				
Issues press release on major gifts				
Assures gifts are used as intended				

29. Within your fund raising organizational structure indicate who has the primary responsibility in each area:

	Athletics	Varies among Athletics and Central Development	Evenly Held	Primarily central development office
Prepares proposals				
Development priority setting				
Receives and processes gifts				
Prepares donor annual report				
Coordinates stewardship of gifts				
Staffs alumni relations program				
Staffs public relations program				
Accompanies President or Chancellor on donor calls				

30. Does your university or foundation have a formal prospect management and tracking system (solicitation and cultivation) policy and procedures manual?

Yes or No

APPENDIX C

SEMI-STRUCTURED QUALITATIVE INTERVIEW QUESTIONS

1. Describe how your organization is currently structured. Would you characterize it as centralized, decentralized, or hybrid?
2. Who within the college or university do you directly report?
3. How is your office funded?
4. Describe your interactions with the Athletics Staff.
5. Describe your interactions with the Institutional Fundraising staff.
6. What role if any does your athletic director play in the fundraising process?
7. What role if any does your Vice President or Chief Development officer play in the fundraising process?
8. Which department, athletics or institutional development office do you feel has the most power in the relationship between the two offices?
9. How would you describe the relationship between the athletics department and the institutional fundraising office?
10. What would you change about the organizational structure of athletic fundraising if you could?
11. What are some organizational handicaps that don't allow the athletic fundraising organization at your institution to raise more funds.

VITA

Caleb Whitted was born in Bedford, Indiana in 1986. He attended Indiana State University from 2004-2008. After graduating with a Bachelor of Science from Indiana State, he attended Ohio State University for his Master of Arts degree which he completed in 2009. After graduating from Ohio State University, he worked in the athletic department as a fundraiser for athletics at the University of Evansville until 2010. In August of 2010 he started as an athletic fundraiser at Ball State University. In 2012 he was recruited to go to the University of Tennessee at Chattanooga as the Director of the Mocs Club. After leading the Mocs Club for several years, he was asked to be the Senior Director for Constituent Development for institutional advancement. After this experience, he began in 2018 to work as the Executive Director of Presidential Initiatives at the University of Cincinnati Foundation and was promoted in 2022 to Vice President for Principal Giving.