

Institutional Advancement

Philanthropy and Education

Series Editor

Marybeth Gasman, Professor of Higher Education, Graduate School of Education, University of Pennsylvania, USA

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Institutional Advancement

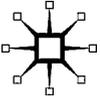
What We Know

Eve Proper

and

Timothy C. Caboni

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INSTITUTIONAL ADVANCEMENT

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Series Introduction

When I was in graduate school, I was given a copy of *The Campus Green* by Barbara Brittingham and Thomas Pezzullo. It was this book that started my interest in fundraising in higher education. The book was tiny and presented an overview of research related to fundraising within the college and university setting. Over the years, I looked for additional books that had this focus, but there were none.

When I began thinking about a series on philanthropy and fundraising in higher education for Palgrave Press, I immediately thought about *The Campus Green* and how in the nearly 25 years since I was given the book, no one had updated it or delved into the literature.

I am so pleased that Eve Proper and Tim Caboni, two of the most skilled researchers in the area of fundraising, agreed to write *Institutional Advancement: What We Know*—a new book that I consider the twenty-first-century update to *The Campus Green*.

Institutional Advancement is the answer for so many students and faculty—not to mention fundraisers—that are interested in fundraising within the college setting. Proper and Caboni have scoured the literature, updated it, and interpreted it for the reader. For those interested in conducting future research this book offers a roadmap and for those interested in the practice of fundraising it offers information on the best practices as identified by the field and empirical research.

Proper and Caboni's work complements new work by Noah Drezner on diversity in fundraising and my own work with Nelson Bowman on fundraising in communities of color. It draws the literature together in a comprehensive way and helps us to understand future directors in fundraising within the higher education setting.

MARYBETH GASMAN
Series Editor

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Foreword

Many of us who consider ourselves scholars of philanthropy in higher education cut our academic teeth on Brittingham and Pezzullo's *The Campus Green: Fund Raising in Higher Education*. It was a map to the literature and a guide to what we needed to try to accomplish as academic researchers and practitioners. Proper and Caboni's *What We Know About Institutional Advancement* is in many respects a report card of the progress of research in the field. It reflects upon a set of goals established in 1991 and whether or not we accomplished those things. At a different level, it also benchmarks fundamental changes in the field of advancement since *The Campus Green* was published in 1990.

This new volume encompasses literature published between 1991 and 2013. Two contexts are important in viewing this work and the body of research it discusses. The first is the pervasive infusion of Internet-based information during this period. To begin with, Proper and Caboni had online tools to research this volume that Brittingham and Pezzullo could not have even imagined. The proliferation of easy access web-based information fundamentally changed the world of research. More work became available, it became available more quickly, and it was available to more students, researchers, and practitioners. Data sources such as the *Voluntary Support of Education Data Miner* (Council for Aid to Education) now provide desktop access to researchers with institutional subscriptions. Online full-text reports and documents through ERIC have largely replaced microfiche and print. The availability of e-books and e-journals has put research in all fields into a state of fast forward.

The Internet also fundamentally changed what there is about higher education advancement that can be researched—marketing of online learning, fundraising in the virtual environment, and alumni

who are constantly connected via social media to name only three. With these changes have come new opportunities for cutting-edge methods of inquiry such as Internet ethnography, historical inquiry using digital collections, and online survey instruments.

To what extent can we see these changes reflected in the literature of higher education advancement? Are the changes in research quantity, quality, breadth, and depth commensurate with the proliferation of information resources that are now available—or are we lagging behind? The taxonomy that Proper and Caboni developed for their analysis reflects significant diversification of research and the growing complexity of the advancement field. It both documents change and provides a strong benchmark for future analysis.

The second notable context is the emergence and growth of the interdisciplinary field of philanthropic/nonprofit studies. The Nonprofit Academic Centers Council currently lists 47 research centers internationally that are engaged in research in the field. Higher education advancement and philanthropic/nonprofit studies share many common research goals including understanding donative behavior from multiple perspectives, development of theory and practice in fundraising and marketing, and inquiry into governance and organizational effectiveness. The body of literature, information assets, and theory development that support nonprofit/philanthropic studies have grown and matured rapidly during this same period. But have they had any impact on higher education advancement research and practice? Why do two interdisciplinary fields that have so much in common—including the ongoing conversation about professionalization in fundraising and advancement—apparently share so little in terms of research? If we truly want research in the field of advancement to grow and mature, we must consider the value in wandering into neighboring academic backyards. Just as educational pedagogy has drawn upon psychology, advancement scholars and professionals need to learn to draw more heavily and more skillfully on the work of other fields and disciplines including philanthropic/nonprofit studies.

In the same way that my generation embraced *The Campus Green*, a new crop of researchers will embrace this extensive compilation of literature and its suggestions for paths they might take in their work. They in turn will build on the taxonomy and, hopefully, fulfill their promise as researchers and research-based practitioners. For those of us who have been around awhile, *Institutional*

Advancement: What We Know is an opportunity to pause and take stock of how far we have come, quietly celebrate our successes, and consider thoughtfully what needs to be done. Then we need to get back to work.

FRANCES HUEHLS

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