Eyewitness to excellence: A portraiture study of one African American female's fundraising strategies in an urban community college

by

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A.A., Wayne County Community College District, 2006
B.A., Ashford University, 2014
M.A., American Public University System, 2017

AN ABSTRACT OF A DISSERTATION

Submitted in partial fulfillment of the requirements for the degree

DOCTOR OF EDUCATION

Department of Educational Leadership
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Abstract

The study examined the fundraising strategies of one African American female president at an urban community college. Despite the important role community colleges play in higher education, meaningful research focusing on the role of the president in a college's fundraising efforts has been limited. Fundraising in the community college has become a critical component of fiscal leadership for community college leaders. Research on women in fundraising is also limited; studies that exist simply confirm a gender gap persists in both salary and leadership positions in fundraising, even as women outnumber men by a ratio of three-to-one in the profession overall. Research has also lacked a unified framework for identifying successful funding strategies for community college presidents. This area remains largely neglected, thus presenting a major gap in information that can be used to develop a general framework for understanding the fundraising strategies of community college presidents.

Five research questions guided this investigation: 1) How did the participants describe Jerry Sue Thornton's leadership preparation? 2) How did the participants describe Jerry Sue Thornton's experiences as a president in the selected urban community college? 3) How did the participants perceive the interplay of fundraising efforts and Jerry Sue Thornton's other presidential duties and responsibilities? 4) How did the participants describe Jerry Sue Thornton's fundraising strategies? and 5) How did the participants perceive race and gender as factors contributing to Jerry Sue Thornton's success in the fundraising world?

This qualitative study used portraiture as the research methodology. Portraiture bridges science and art, which merges the systematic and careful description of good ethnography with the suggestive significance of fine literature. The researcher's selection of portraiture as the

methodology exists as a way to merge the art and science of storytelling, which are skills from a career of history, genealogical research, and storytelling.

The findings suggest that Jerry Sue Thornton's major fundraising strategies included: 1) Building internal and external relationships; 2) Getting to know major fundraisers in the community; 3) Implemented an aggressive marketing and advertising campaign to tout the mission and vision of the institution; 4) Targeted request of donors to address funding gaps for students, facilities, programs; 5) Facilitated aggressive grassroots fundraising and donor campaigns; 6) Leveraged celebrity-endorsed relationships by hosting a major fundraising event; 7) Engaged to forge strong relationships with business and corporations; 8) Engaged alumni and other past donors; 9) Engaged community partners while incentivizing top donors; 10) Exercised judicial prudence; 11) Established donor recognition programs; 12) Increased workplace giving and student participation in fundraising events; 13) Developed solid long-range fundraising goals; 14) Cultivated donor stewardship programs; and 15) Created opportunities to connect donors to the institution through stories.

Based on the qualitative analysis of the responses from the participants and the document analysis, it can be concluded that Jerry Sue Thornton developed several strategies to achieve fundraising success as president of an urban community college. Leadership preparation made a difference, hard work and relationship building was essential for fundraising, she was strategic in her leadership approach and the interplay of her fundraising duties, partnership played a key role in her effective fundraising.

Jerry Sue Thornton exemplifies a 20th century African American leader with fundraising success in higher education based on her own merits. Thornton's success projects a sense of hope for the future of fundraising in the community college as they secure financial well-being.

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Table of Contents

List of Figures

List of Tables

Definitions of Key Terms

Chief Development Officer – Oversees the development program for a college or university. Develops goals and strategies for all fundraising, public relations, and alumni relations (Salary.com, 2019).

Community college – Community colleges are centers of educational opportunity. Community colleges are defined as regionally accredited institutions, which primarily award the associate degree as their highest award (AACC, 2019).

Community college president – The chief executive officer of a community college assumes multiple roles to carry out the institution's mission (Beach, 2011).

Donor – An individual or organization that provides quantifiable support to the case-study institution. This support is typically measured in a financial contribution, but can also include in-kind contributions of property or services that can be assigned a dollar value (Gyllin, 2013).

Donor relations – To seek philanthropic support for any nonprofit, fostering long-term relationships through communication, engagement, and relationship building. Enhancing the donor experience through interactions within the organization (Wedgeworth, 2000).

Educational fundraising – Refers to the program of soliciting regular gifts to meet the operational needs of colleges and universities (Us.sagepub.com, 2019).

Endowment – The principal amount of gifts and bequests accepted subject to a requirement that the principal is maintained intact and invested to create a source of income for a foundation. Donors may require the principal to remain intact in perpetuity, for a defined period, or until sufficient assets have been accumulated to achieve a designated purpose (Council on Foundations, 1999a).

Entrepreneurialism – The ability to start new businesses, especially when this involves seeing new opportunities to make money (Cambridge Dictionary, 2020).

Foundation – A partner organization to a college or university established to provide support through financial assistance, academic support, scholarship, and other means deemed necessary for the institution's continued growth and success (Bok, 2013).

Fundraising – A process of soliciting financial support and an essential way for most nonprofits to secure revenue for their mission (What is Fundraising? 2019).

GivingTuesday – Giving Tuesday was created when two organizations, the 92nd Street Y and the United Nations Foundation, came together in 2012 about a month before that year's Thanksgiving. They intended to set aside a day to celebrate the generosity of giving, a great American tradition. (https://www.daysoftheyear.com/days/giving-tuesday/).

Philanthropy – Philanthropy is commonly distinguished as formal or informal. Formal giving involves giving to an organization or non-profit; informal giving includes giving to friends, neighbors, or others rather than organizations (Scholarworks.iupui.edu, 2019).

Portraiture – Qualitative research methodology that bridges science and art and merges the systematic and careful description of good ethnography with the evocative resonance of fine literature (Lawrence-Lightfoot & Hoffman Davis, 1997).

Acknowledgments

I thank God for giving me the strength, tenacity, and patience to be humble while He worked through and for me. I am sincerely and deeply grateful to Dr. Jerry Sue Thornton for allowing me to take a deep dive into her life, leadership, and legacy. It was a privilege to tap into her expertise and to learn from her experiences. Her dedication and commitment to student success and fundraising have made a lasting impression on Tri-C for years to come.

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Dedication

This study is dedicated to my family who sustains me, all of the leaders and strong Black women whose shoulders I stand upon, who have guided me through this process and ensuring my success. I pay the utmost respect and honor to the ancestors who have helped me face challenges that required me to think beyond this life span to gain a greater impact on future generations. Remembering their wisdom to become wise because however far a stream flows, it never forgets its origin.

Chapter 1 - Introduction

As open-door institutions, community colleges have long been seen as an educational opportunity for those who seek a wide range of services it provides (Boggs, 2010). When community colleges began in 1907 in Joliet, IL, public funding was provided to carry out their mission of education and economic advancement. Many communities used tax levies to create two-year colleges. During this time, some community colleges also formed tax-exempt foundations with separate boards of directors and established endowments to help provide a permanent, stable source of nonpublic funds for current and future student needs (Bass, 2003; Levine, 2001; Strout, 2006).

However, compared to other sectors, community colleges did not receive a fair share of funding in light of their role in the country's higher education system. For example, community colleges received only 27% of total federal, state, and local revenues. Some community colleges generate much of their support from local taxes (Miller, 2013). Community college funding has historically been unpredictable and unstable due to the discretionary nature of state support and the vagaries of funding initiatives (Phelan, 2014). Roueche, Richardson, Neal, and Roueche (2008) noted, "The percentage of funding per student has been decreasing steadily; larger shares of educational costs are being transferred to students . . . unfortunately, this downward spiral leads to lowered access for many people" (p. 16). At the same time, community colleges face an intense and growing demand to increase student access, retention, outcomes, and completion rates while serving more students with fewer funds (Phelan, 2014). It has become a balancing act for the community college president, juggling the leadership of the institution while seeking external funds to support declining revenues.

Despite the important role community colleges play in higher education, meaningful research focusing on the role of the president in a college's fundraising efforts has been limited. This portraiture research study examined a female community college president's successful fundraising strategies in an urban community college setting. The study aspires to contribute to what is known about external funding strategies and the role of the president in advancing resource development in community colleges.

Background

From the 1950s to the early 2000s, community college funding changed with increases in tuition and the decreases of federal aid programs as well as other sources of state and local support (Cohen & Brawer, 2003) Consequently, decreased funding created an increased dependency on private funding, which required higher education leaders to be exceptional in their fundraising skills (Riggs & Helweg, 1996, Hendrick, Hightower & Gregory, 2006)

. According to these researchers, outside funding resources became essential to the well-being of colleges and universities, and the need for higher education leadership to understand fundraising became critical.

Community college resource development has been principally misunderstood and served as a last resort to funding (Glass & Jackson, 2006a). Glass and Jackson (2006a) also stated, "Community colleges feared the loss of public support as a result of intensified perceptions of impropriety in requesting additional public financial resources through fundraising." Despite these funding equity concerns, community colleges were forced to move forward with alternative resource development strategies. Diminished financial viability ultimately threatened affordability for an increasing—and largely economically disadvantaged—student population (Garcia, 2009).

The economic downturn during the first decade of the 21st century precipitated extensive budget reductions that impacted the open-access mission of community colleges, forcing community colleges to raise tuition (Kennamer, Katsinas, Hardy, & Roessler, 2010). Keener, Carrier, and Meaders (2002) argued that the fiscal challenges of this era led community colleges to rely upon external fundraising to fill the gaps from funding cuts. Historically, community college leaders had not devoted significant time, money, or human resources on private fundraising as state funding, student tuition and fees, and local funding met their budgetary needs (Anderson, 2005; Keener, 1982; Miller 1994).

An evaluation of the research showed that the need to obtain funding from private donors increased as funding from state and local support shifted. The research revealed that colleges with successful development programs provided needed scholarships for students and funding for facility upgrades. The stakes were high for community college presidents as they sought to understand their role in fundraising.

Inadequate funding for community colleges can be deeply troubling, forcing community college leaders to take a second look at how to sustain student scholarships and to secure additional funding streams with fewer outside sources of revenue (Eddy, 2019). Recognizing these challenges, many community college leaders established foundations and created development offices to garner financial support from donors, alumni, and other sources. The funding crisis in community colleges threatened the ability of community colleges to deliver on their promises to students and the communities served (Leachman, Masterson, Mitchell, & Waxman 2018).

With the decline in traditional funding sources, the community college president's role broadened to include the role of the chief fundraiser. Community colleges historically have

received their funding from tuition and government agencies. They have strongly depended on tuition and student payments as a major funding stream, but they also depend heavily on other fundraising sources to assist with programs and academics (Chan, 2019). In conjunction with the American Association of Community Colleges (AACC), a National Council of State Directors of Community Colleges 2008 survey on funding issues in U.S. Community Colleges found an increased need for community colleges to address the need for increased funding. The survey reported that federal and state governments are were not meeting that need (Katsinas, Tollefson, & Reamey, 2008). The survey concluded community college funding picture is problematic and many states use tuition increases as justification for temporary budget shortfalls.

Problem Statement

Fundraising in community colleges has evolved from a peripheral activity with occasional donations for scholarships or equipment to strategic efforts that were designed to seek resources through mutually supportive relations between the institution and its constituencies (Bass, 2003; Hall, 2002; Wenrich & Reid, 2003)

Bass (2003) indicated, "Most institutions of higher education, a season of despair. State appropriations plunged to new lows, endowment values dropped nearly 10 percent in 2001 and 2002, and voluntary support for higher education declined for the first time in fourteen years." Hall (2002), stated, "Community colleges are relative newcomers to formal programs of seeking private support, they appear to be well-positioned for success because of their experience and success in building and maintaining relationships. Wenrich and Reid, (2003), suggest,

> The increasing awareness of the impact of community colleges on the local economy allowed presidents to seek support from businesses and through individual and

organizational philanthropy, building on the resource development capabilities that had evolved over the last two decades to access federal and foundation grant opportunities.

Community colleges are asking for donations to their causes while building upon the traditions of the community college to sustain responsiveness to the communities they serve. Community college leaders are forced to build both internal and external relationships among key stakeholders and business constituents (Ryan & Palmer, 2005). Among the many challenges community college leaders regularly face is the ability to create philanthropic and giving opportunities to offset and enhance student success, which becomes more challenging as funding sources decline (Raby, 2012).

According to Glass and Jackson (2006a), the American Association of Community and Junior Colleges (now the AACC) encouraged community colleges in the 1970s to develop fundraising initiatives. Still, community colleges lagged in fundraising compared to four-year institutions, although some did thrive (Carter, 2010).

Evelyn (2004) suggested that the environment in which community colleges operate has changed, requiring new skillsets for presidents, including resource-building from private donors, grants, and federal sources. Fundraising in the community college has become a critical component of fiscal leadership for community college leaders. Resources made available through fundraising help institutions fill the fiscal gap between the needs of the institution and tuition support (Ryan & Palmer, 2005). Decreased funding from local, state, and federal governments create an increased dependency on private funding, requiring educational leaders to be exceptional in their fundraising skills.

Today, a myriad of opportunities for women to be involved in fundraising exist through organized efforts such as women's funds, giving circles, and networks within nonprofit organizations and on college campuses (Mesch & Pactor, 2012).

The multifaceted field of fundraising requires community college leaders to lead their organizations strategically, politically, and fiscally while serving as chief fundraisers, coordinating the efforts of fundraising among college leaders, all without a prior fundraising skill-set (Wallin, 2006). Current and future community college leaders will require additional skills in fundraising and an informed understanding of donor support for their institutions. The AACC's core competencies for leaders list fundraising as one of the core competencies new CEOs must have (AACC, 2018).

Community college funding is not distributed proportionately; these resources have not been without challenges, despite the importance of these educational institutions to the community (Miller, 2013). The demand for resources makes the need for fundraising greater among community colleges than other sectors of higher education (Babitz, 2003). The current fiscal challenges faced by community colleges require greater reliance on outside funding sources. This necessitates a skilled, diverse leadership in fundraising and in building donor relationships.

The full impact of the funding crisis on the role of the community college president requires additional research (Brittingham & Pezzullo, 1990). As women are among the leaders slowly rising to positions as community college presidents, and as fundraising and private giving become essential in higher education, there is a need to recognize the role, motivations, and behaviors of women in leadership roles.

Research on women in philanthropy is also limited; studies that exist simply confirm a gender gap persists in both salary and leadership positions in fundraising, even as women outnumber men by a ratio of three-to-one in the profession overall (Association of Fundraising Professionals, 2014). Women offer a unique perspective on leadership, given that women face unique challenges in leadership, oftentimes unrecognized by others, and leadership development strategies must be advanced to meet their specific needs (Hopkins, O'Neil, Passarelli, & Bilimoria, 2008).

Furthermore, prior research has also lacked a unified framework for identifying successful funding strategies for community college presidents. This area remains largely neglected, thus presenting a major gap in information that can be used to develop a general framework for understanding the fundraising strategies of community college presidents (Ryan & Palmer, 2005).

Research Purpose

The purpose of this study was to explore the fundraising strategies of Jerry Sue Thornton. An African American female president at an urban community college. This qualitative study used portraiture as the research methodology. Portraiture bridges science and art, which merges the systematic and careful description of good ethnography with the suggestive significance of fine literature (Lawrence-Lightfoot & Hoffman Davis, 1997). Semi-structured interviews and a review of relevant documents were the primary data collection tools.

Research Questions

As this study explored the fundraising strategies of one African American female president at an urban community college, the research questions that guided this investigation were:

1. How did the participants describe Jerry Sue Thornton's leadership preparation?
2. How did the participants describe Jerry Sue Thornton's experiences as a president at the selected urban community college?
3. How did the participants perceive the interplay of fundraising efforts and Jerry Sue Thornton's other presidential duties and responsibilities?
4. How did the participants describe Jerry Sue Thornton's fundraising strategies?
5. How did the participants perceive race and gender as factors contributing to Jerry Sue Thornton's success in the fundraising world?

Conceptual Framework

Two conceptual frameworks guided this investigation. First, the Council for the Advancement and Support of Education's (CASE) fundraising model, which includes crucial elements for fundraising leadership for community colleges (CASE, 2013), was selected as a framework to guide the investigation. The CASE fundraising model indicates the tools of its framework are essential to presidents as they lead staff into the fundraising arena to generate money for their institutions. The CASE fundraising model uses a series of precepts to determine the value of educational fundraising, including:

1. Knowing the value of educational fundraising
2. Knowing the role of alumni
3. Knowing the importance of fundraising leadership staff and in developing a fundraising team
4. Changing the perceptions and focusing on the common threads of community college fundraising
5. Understanding the unique challenges faced by community college presidents concerning fundraising

6. Knowing what works and learning from the mistakes of others
7. Creating opportunities for stakeholders to engage and immerse themselves in the community college culture
8. Adapting practices to fit the community college as fundraising is not an exact science

The CASE fundraising model was used to help explain and interpret the findings from the study.

The second conceptual framework is a business resource model created by the Indiana University Foundation. The five-step model was utilized by the Indiana University Foundation to engage alumni and friends and to raise, receive, invest, and utilize funds (Indiana University Foundation Report, 2019). The Indiana University Model maximizes private support by:

1. Building support and lasting relationships with current and potential supporters
2. Raising funds from a variety of resources, including individuals, corporations, foundations, and businesses
3. Providing flexibility and creativity in ways donors can give to meet their needs and goals
4. Applying a diversified approach to investing funds on a long-term basis
5. Ensuring private support has a direct impact on students, faculty, staff, facilities, and research to impact critically needed areas

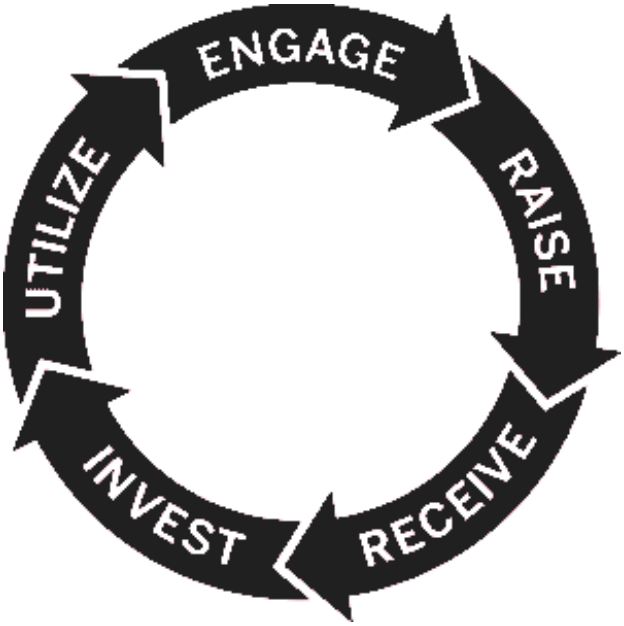
The Indiana University Foundation business model's five key steps are used to advance the university's mission of maximizing private support (Figure 1). These funds allowed for flexibility to support multiple restricted purposes over time to meet the greatest need.

The conceptual frameworks provided structure and guidance for the researcher to conduct this investigation. Once the portraiture data was collected and analyzed, the conceptual frameworks were used as a mirror to check whether the findings agree with the principles

contained in the frameworks. As this study explored the fundraising *lived fundraising experiences* of the participant, data was examined for evidence of similarities and discrepancies between the research findings and the principles of the frameworks. Figure 1 shows the Indiana University fundraising business model of engagement utilizing alumni and friends for fundraising.

Figure 1.1.

Indiana University Foundation's Fundraising Model



Methodology

This study utilized a qualitative design using portraiture as the research approach. Semi-structured interviews were used to query participants. The primary participant, Dr. Jerry Sue Thornton, President Emerita of Cuyahoga Community College, Cleveland, OH, was the focus of this study. Secondary participants were identified during interviews with Thornton.

Portraiture is a method of inquiry that blends art and science by combining the empirical aspects of inquiry with beauty and aesthetic properties. The method encompasses all aspects of a research study, including the protocol, data collection and analysis, and presentation of findings.

Beyond its concern with higher education fundraising more broadly, this study provides insights into an appreciation for women as fundraisers specifically. The primary participant and center of this study is a highly regarded, successful woman fundraiser whose insights may be invaluable both to the motivations of women in the fundraising role and of women who give.

Significance of the Study

There are many benefits to having conducted this research. Importantly, it adds to the literature on the role of educational fundraising at the community college level. Scholars and practitioners may use the results from the study to gain a broader understanding of and appreciation for women in fundraising.

The study's findings can be used to advance the understanding of the use of portraiture as a social science inquiry. This study links portraiture to the broader terrain of qualitative research by examining a community college president's fundraising strategies in an urban setting. The current study provided an in-depth explanation of the portraiture research methodology's design, data collection, analysis, structure, and creativity. Through portraiture's use, the findings from the study provide researchers and other practitioners a different way to view qualitative research.

Study findings may also be of interest to community college presidents and chief development officers as they look for ways to increase funding streams, maximize faculty, staff, and student involvement, connect and build partnerships, and enhance community and stakeholder participation. Study results will inform the foundation and practice of fundraising at the community-college level, which has the potential to maximize fundraising and investment

strategies, generate foundation support, create a process and structure for fundraising revenue, and increase stakeholder participation.

It is hoped that the use of the portraiture research technique revealed a deep, dynamic understanding of the context of fundraising and those qualities required of a community college president in a fundraising role. Knowing these qualities benefits emerging and community college presidents may use this study in developing fundraising strategies for their institutions and in assessing their skills in fundraising.

Higher education leadership training coordinators can use this study to strengthen and expand training programs, search committees, and internal 'grow your own' community college leadership development efforts. University faculty can use this study as they learn how to understand the institution's mission and faculty engagement. Search committees can use this study to enhance interview questions for prospective fundraising personnel and other leadership applicants in the fundraising field. Foundation executives can utilize this study to enhance their fundraising strategies. Community-based organizations and other institutional organizations can use this study to build and grow their internal fundraising leadership.

Assumptions

The initial assumption was that the primary source participant related her perspective on fundraising candidly, honestly, and completely to provide a clear picture of her leadership experiences and fundraising strategies. Closely related to this was the assumption that secondary participants interviewed for this study related their experiences honestly and with the detail required to arrive at a portrait of the primary source, Jerry Sue Thornton.

Delimitations

This study focused on a single participant. As such, study findings cannot be generalized to other community college president's beliefs about fundraising. Creswell (2007) indicated that the research scope narrows a study by focusing on "specific variables or a central phenomenon delimited to specific participants or sites, or narrowed to one type of research design" (p. 148).

Limitations

The qualitative characteristics of portraiture present limitations. Using a narrow scope is unique to qualitative design. The conclusion cannot be generalized to include an entire population. In portraiture methodology, the portraitist does not invoke his or her voice into the story. As the portraitist attempts to paint a portrait of the setting, it is clear: from where I sit, this is what I see; these are the perspectives and biases I bring; and, this is the scene I select (Lawrence-Lightfoot & Hoffman Davis, 1997, p. 50).

The portraitist listens for a story but does not become overbearing and imposes his/her definitions, realizing his/her ability to shape how the participant's story is told (English, 2000). It is the responsibility of the researcher to tell the story and to capture experiences as told by the participant through his/her perceptions. The researcher should capture the truth of the story portrayed as the phenomena through the portrait as told by the participant (Lawrence-Lightfoot & Hoffman Davis, 1997).

Researcher bias may impact the analysis and interpretations of study findings. Bias may also be impacted by purposeful sampling and selected interviews. Understanding the researcher's biases and role in portraiture methodology will require comprehension.

Chapter Summary

This chapter opened with the background of the study and described issues influencing fundraising in community colleges. An introduction to the issues and problems was followed by the purpose of the study, research questions, and conceptual frameworks, significance of the study, assumptions, delimitations, limitations, and definitions. The chapter concludes with an organization of the study.

Organization of the Study

In Chapter 2, a review of the literature focuses on higher education and the characteristics of female fundraisers. The literature review includes the theory of fundraising; perspectives of why people give and perspectives of who are the givers; the historical overview of higher education fundraising; perspective on the value or fundraising in higher education; women in higher education; and, fundraising stakeholders, including trustees, alumni, students, and employees. Chapter 2 also provides insight into best practices in fundraising, including strategies and sources; fundraising campaigns; donor-centered approaches and other types of giving; fundraising at the community-college level; challenges facing fundraising professionals, including balancing professional and personal life, aligning fundraising goals with institutional needs, and maintaining sustainability; traits of community college presidents; and, diversity in community college fundraising; women in fundraising, harassment in fundraising, the underrepresentation of African Americans in fundraising, the impact of Black donors and fundraising pay gaps. Finally, given the conceptual frameworks informing this qualitative study, Chapter 2 covers the President's role in higher education fundraising.

Chapter 3 covers the methodology research question and design used in this study. Also included is the researcher's positionality. The methodology includes the use of the data collected

from one African American female president and public sources and follow-up interviews with 16 secondary participants, the setting and mission were covered. The data collection method encompassed the interviews, interview protocols, and document review process. The data analysis, organization of the data coding, ethical considerations, trustworthiness, member checking, triangulation, researcher's bias, connoisseurship, and summary concluded this chapter of the study.

Chapter 4 provides a chapter overview, primary participant profile, presentation of findings, primary participant's profile, 16 secondary participant's profiles, a self-portrait of Jerry Sue Thornton's early life, college, education and work-life, years at Cuyahoga Community College (Tri-C), Tri-C foundation, fundraising, Jerry Sue Thornton's legacy and the researcher's reflections on Thornton's self-portrait. Additional findings of this chapter included the 16 secondary portraits, description of document analysis, history of Tri-C, and the Tri-C Foundation, and the famed Tri-C Presidential Scholarship Luncheon. Finally, the chapter's major themes and summary.

Chapter 5 concludes with an overview, discussions of all five research questions, Jerry Sue Thornton's fundraising model, alignment of findings with previous research, alignment of Thornton's fundraising strategies with best practices in literature, portraiture revisited, and evaluation of the research design. Implications include practical, implications for leaders, women, institutions, and future research. Finalizing the chapter with a conclusion, summary, and researcher's reflections.

Chapter 2 - Literature Review

This study explored the fundraising strategies of one African American female president at an urban community college. A substantial literature exists as to the theory of fundraising; perspectives of why people give and who are the givers; a historical overview of higher education fundraising; perspective on the value or fundraising in higher education; women in higher education; and, fundraising stakeholders. For the most part, the literature will suggest best practices in fundraising, including strategies and sources which include fundraising campaigns; donor-centered approaches, and other types of giving. The literature will also suggest challenges facing fundraising professionals, including balancing professional and personal life, aligning fundraising goals with institutional needs, and maintaining sustainability. Literature suggests reasons why differences in motivations for giving are explained, and diversity in community college fundraising; women in fundraising, harassment in fundraising, the underrepresentation of African Americans in fundraising, the impact of Black donors, and fundraising pay gaps. Lastly, the literature will discuss the president's role in higher education fundraising

Literature resources were gathered from a wide range of sources, including such electronic databases as ProQuest, Wiley Online, Education Resources Information Center (ERIC), Kansas State University Online Library, and others. These resources are widely used indexes to higher education research and secondary sources of information regarding the fields of higher education fundraising and leadership. They provided the researcher with links to applicable studies and resources to synthesize this study's literature review. Figure 2 highlights the literature review collection resources used in this literature review.

Figure 2.1.

Resources used in the Literature Review

The literature review resources provided a substantial selection of materials and technology for this study.

Theory of Fundraising

Fundraising roots are grounded in the paradigm of public relations (Kelly, 1991, 1998). Fundraising and public relations are mutually beneficial to an organization and its stakeholders, and both share many best practices, models, and opportunities for collaboration and learning (Hall, 2002). While fundraising has struggled to establish a clear identity and to gain professional status, the value of understanding fundraising from a public relations perspective is that it provides fundraising with a conceptual and theoretical basis in the behavioral and social sciences

(Kelly, 1998). This enables fundraisers and scholars concerned with fundraising issues to turn to studies of public relations practice for guidance (Hall, 2002).

The year 1998 saw a breakthrough in electronic commerce with the advent of the internet, changing the way fundraisers secure funds (Chen & Wells, 1998). In its early stages, marketing practitioners referred to the use of the internet for fundraising by nonprofit organizations as a new playing field; now, they struggle to learn how to use it effectively (Long & Chiagouris, 2006). Many organizations have shaped corporate giving programs by changing processes, allowing these powerful business influencers to become the corporate voices, which often places the public agenda second to corporate giving (Nevin-Gattle, 1996).

Institutions understand this priority, but despite the importance of fundraising, the cost to the institution has not been fully incorporated into charitable giving practices. There is a need to acknowledge the importance of perceptions and attitudes toward fundraising. As fundraising and public relations merge to build and cultivate beneficial relationships, each can learn and share (Hall, 2002). Organizations can reinforce their commitment to dialogue and foster more interaction with the public by using mass-media channels to communicate with the public (Kent & Taylor, 2002).

Fundraising requires an institution to spend money to make money, with a carefully planned process aimed at controlling fundraising costs while increasing donations (Name-Correa, & Yildirim, 2013). Although fundraising theories are few, linking organizations and discerning donors, fundraisers must be open, honest, and forthcoming with information to ensure a good match of objectives (Rosso & Temple, 2003).

Perspectives on Why People Give

American individuals, foundations, and corporations gave an estimated $427.71 billion to U.S. charities in 2018, this amid a complex climate for charitable giving (Giving USA Foundation, 2018). We cannot be sure of the factors that affect donor giving in 2018; there may be several that contributed to making a significant shift in their giving patterns (Giving USA, 2019). According to the Blackbaud Institute's Charitable Giving Report (2018), "overall giving has increased 1.5% in the United States, as compared to 2017" (p. 5).

Giving USA Foundation (2019) found that personal incomes rose while an economic shift in the stock market declined, and both developments shared in how we shape giving. One important suggestion entrenched in the shift in the 2018 giving landscape is the drop in the number of individuals and households who itemize deductions on their tax returns (Giving USA Foundation, 2018). Some of the itemized deductions include:

- Charitable contributions
- Medical and dental expenses
- Home mortgage points
- Work-related education expenses
- State and local income, sales, and property taxes
- Personal casualty losses
- Business use of your home
- Home equity lines of credit and loans

Vesterlund (2006) suggested there are many reasons why people give and why they give away their hard-earned money. What are the motivations to help others in an altruistic or

seemingly altruistic manner? Just like donating money or goods, volunteering also requires the availability of individual resources for the betterment of others.

Volunteering and giving makes people feel better about themselves, that they are doing their share by giving back to the community, or it may give them prestige or an acknowledgment they may not otherwise receive. The benefit of giving is simply a way of increasing services to an organization, which can be as simple as donating to an event for children, purchasing a box of candy from a high school band student, donating to a college art program, or simply wanting to help those less fortunate than yourself (Vesterlund, 2006).

Perspectives on Who Gives

The Association of Fundraising Professionals (AFP) 2011 conference chair asked attendees to take fundraising beyond the professional arena and to engage all potential donors, not just those donors familiar to them (Drezner, 2013). Therefore, there is an increased importance to engage all populations in advancement approaches as many populations have historically been excluded from fundraising strategies (Drezner, 2010).

According to Drezner (2013), the Council for Aid to Education's annual Voluntary Support of Education survey showed colleges and universities raised 8.2% more in fiscal 2011 than the prior year. As funding for higher education institutions decreases, the need for more giving must increase to meet each institution's budgetary needs (Drezner, 2013).

Higher education institutions rely heavily on alumni as the Giving USA Foundation suggested alumni comprise the majority of donors to higher education and are at the core of the advancement process (Drezner, 2011). Building relationships is also important in fundraising. This is particularly important to some female givers as human service organizations are more

likely to receive donations from women because of previous relationships or volunteer efforts (Marx, 2000).

Men and women are both givers, but women have dominated the field. Women, much like in communities of color, tend to donate their time or wealth to organizations that have affected them or someone close to them (Burgoyne, Young, & Walker, 2005; Parsons, 2004). Okunade (1996) found that men donate significantly more than women when looking at dollars given. Wunnava and Lauze (2001) found that while women give more regularly to organizations than men, men give more significantly to higher education.

The Lilly School of Philanthropy conducted an annual survey on trends in giving. The 2019 study found women donate more frequently across all racial groups, and that while single women give more than single men, married or cohabitating couples donate more frequently to charitable causes than single people (Mesch et al., 2019). The report also indicated men and women have differences in the way they give their time and volunteer. Single women and married couples across all ethnic groups volunteer more than men (Holder, 2019).

Women are an untapped resource for community colleges to access. According to Graham and Pelton (2017), women represent 51% of the total wealth in the U.S.—an estimated $22 trillion. Further, 45% of U.S. millionaires are women, and 40% of U.S. households have women as primary breadwinners (Graham & Pelton, 2017).

Shaw and Taylor (1995) noted, “Women prefer to think of their giving as selfless and involving a high measure of fellowship, obligation, and the ability to make a difference” (p. 86). Women consider motivation to be a key trait in connection to giving. The ability to make a change and a difference is ranked high on women's list of importance to give, rather than following the status quo (Shaw & Taylor, 1995).

Marx (2000) discovered that women "who had been asked to give … were about twice as likely to give to human services as those who had not been asked" (p. 33). Marx also stated women value the opportunity to "improve the welfare of others" (p. 34) more so than men when asked to do so. A meta-analysis on gender and helping behavior found that, despite inconsistencies among the studies reviewed, men help more than women (Eagly & Crowley, 1986). Others have found the gender difference in giving was linked to religious and cultural commitments (Jha, Yadav, & Kuman, 1997).

Women also prefer giving in groups, such as giving circles. On days of giving, such as Giving Tuesday, women are much more likely than men to give on the specified day, noting that on Giving Tuesday in 2016, women donated 61% of the total funds raised (Mesch et al., 2018). Giving provides women with a sense of satisfaction and happiness. Single men get the most satisfaction out of their giving, while married women are satisfied when their giving increases. Also, in households where the woman makes the charitable decisions or they are made jointly, life satisfaction increases (Mesch et al., 2018).

As Gibelman (2000) wrote, "The underlying values of the nonprofit sector, which include humanitarianism, charity, human rights, and human well-being, suggest that representative organizations would voluntarily and systematically seek to adhere to principles of affirmative action and nondiscrimination in their labor force practices" (p. 254). Organizations are not immune to the pressures of society, causing continued discrimination against women in favor of male dominance (Dale, 2017). Yet, few scholars have heeded her call. Similarly, Steinberg and Jacobs (1994) wrote, "The fact that most nonprofit-sector workers are women and that most occupations within the sector have historically been staffed by women has been insufficiently

studied" (p. 80). As the gender gap continues, to envision a more equitable future supported by management and research, more literature will have to be produced.

For households where either the wife makes charitable decisions or spouses make charitable decisions jointly, life satisfaction increases with the percentage of household income given to charity. It is important to note that many gift officers may neglect to meet directly with women, focusing instead on their male spouses. This makes it important for women to be at the fundraising decision-making table (Holder, 2019). Giving decisions that affect departure from employment is also important.

A Lilly Family School of Philanthropy report (Mesch et al., 2018) highlighted key findings on men and women giving around retirement as follows:

1. Both men and women maintain their charitable giving after retirement, especially compared to other types of spending.
2. Around retirement, single women and married couples are more likely to give and give more than single men. These gender differences are consistent before and after retirement.
3. Around retirement, giving by single women and married couples is more stable than giving by single men.
4. Around retirement, single women and married couples are more likely to volunteer, and their likelihood of volunteering is more stable compared to single men.

There are many factors as to why women and men give more or less to fundraising as suggested by these findings. Fundraising systems should be evaluated with gender in mind. Also, all communications should be inclusive of potential donors, particularly when it comes to

marketing items. If women fail to see other women in the organization, publications, or their communications, they may decide to give elsewhere (Mesch et al., 2018).

As external support of higher education from both state governments and donors decreases and the cost to educate a student rises, the need for alumni supports to maintain greater education's eminence and to increase access intensifies. There will be a need for more research into philanthropic giving patterns, who the givers to these institutions are, and how to reach new donor communities (Drezner, 2013).

Historical Overview of Higher Education Fundraising

Fundraising in American higher education has deep roots, growing out of several connecting features of higher education and American society. According to Miller (1991), collegiate fundraising began in the 12th century:

> Fundraising for higher education can be traced directly to the opening of the medieval universities in twelfth-century Europe. As these institutions opened for the first time and matured, college founders were forced to take measures to secure the money and resources necessary for the college's operation, such as living arrangements for students, book acquisitions, and faculty incentives. To accomplish this early fundraising, the college founders and 'president' [i.e., rector, principal, master, etc.] solicited businessmen, merchants, and other college supporters for cash and in-kind contributions. (p. 35)

As early as 1641, fundraising roots in America were intricate in the establishment of Harvard College, considered the foundation of professional fundraising, under Henry Dunster, Harvard's first president (Cook, 1994b). Another four-year institution with the same history, the College of William and Mary located in Virginia, also had an early historical start in fundraising

(Burlingame, 2004). A pattern of amalgamized, shoestring financing began with the colonial colleges (Curti & Nash, 1965; McAnear, 1952, 1955).

As the 19th century progressed, society's organizations massively grew into urban institutions, increasing college and university enrollments while pushing universities to secure large fundraising campaigns as graduates embraced their alma maters. As costs increased, the need for private donors became greater and the fundraising role began to change.

Broce wrote that "fundraising as a professional process is best understood when considered in the broader process. . . [It] encompasses the entire operation from goal identification to gift solicitation" (1986, p. 27).

Fundraisers were put out-front as colleges and universities developed and accumulated tools to find solutions to their funding challenges while meeting the needs of increasing enrollment. Public colleges and universities had to navigate the political landscape surrounding higher education and the need for increased fundraising while public financing was limited. The history of fundraising on more ordinary college campuses is less well understood than the history of giving and transformative gifts to elite universities (Kippley-Ogman, 2018).

Perspectives of the Value of Higher Education Fundraising

Reaching private donors and alumni is important as it builds loyalty and confidence in a community college's mission, and the pace to increase donors will likely increase as the need and pressure on institutional budgets increases (Miller, 2014). Donors are a valuable asset to higher education, and many of these institutions have a high donor base from which to secure important, valuable resources.

Yet, fundraising is not just about financial stability through additional revenue. Fundraising is an opportunity to clearly articulate the importance of an institution's mission and

to allow funders a close, personal connection to the institution with the expectation that the college's success on a larger scale will, by extension, lead to a sense of ownership and success among its donors (Miller, 2014).

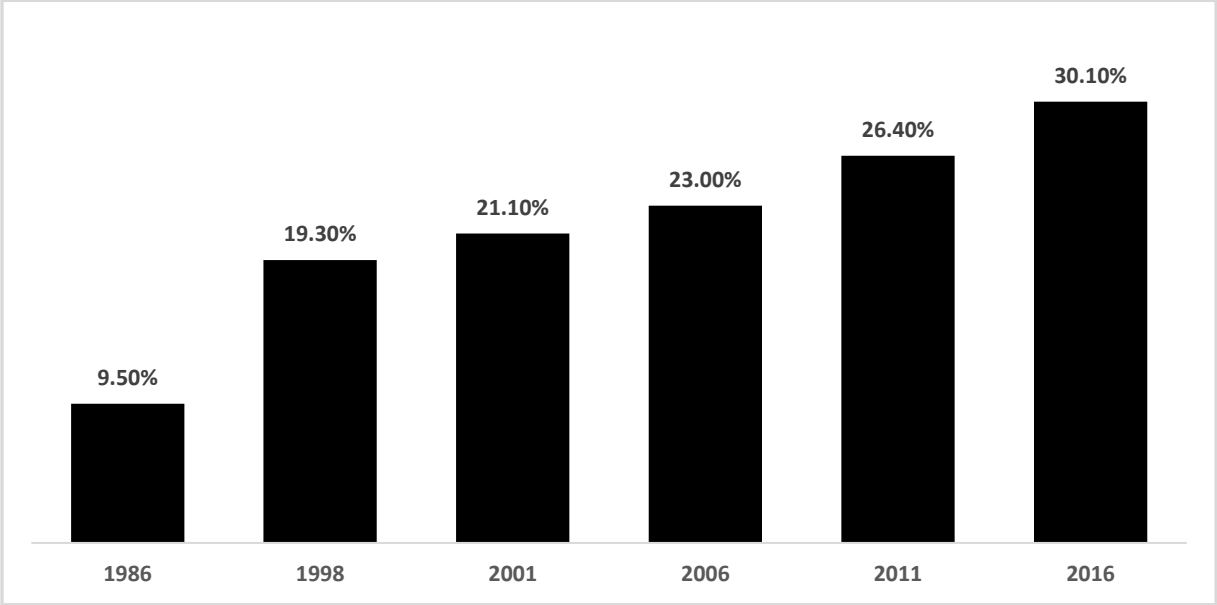
Donors must understand how their donations to higher education help students, the college's mission and strategic initiatives, and the community at large – something not easily accomplished, according to Selingo (2017), in that some universities have seen their endowments quintupled at the same time their acceptance rates have plummeted.

Women in Higher Education

The introduction of managerialism in higher education created a new level of managers, many of whom were women (Deem, 2003; Morley, 2001). According to the American College President's Study 2018, the growth in the number of female higher education presidents has risen steadily, more than tripling since 1986 (Figure 2.2).

Figure 2.2.

Percentages of Higher Education Presidencies held by Women, 1986 to 2016 (ACE & TIAA Institute, 2017)



Many compelling arguments about the benefits of women in senior leadership roles have been documented (Dezso & Ross, 2011; Joy, Carter, Wagner, & Narayanan, 2007). Advancing women in leadership roles are not simply for the benefit of women, it is in the best interest of institutions and society overall (Hart, 2006).

A comparative study was conducted on leadership styles of community college administrators and found slight differences, with male leaders viewed as autocratic and female leaders as more participatory and merit-based (Eddy & VanDerLinden, 2006). Successful women do not dream of being the best in their section or department, their eyes are set on the best in the state or country, at least, most want to change the world (Berg, 2019). Successful women also know how to deal with disappointment, are organized, and utilize mentors and coaches to help them toward their goals. They understand failure, are grateful and persistent,

choose their battles, and are genuinely grateful. Belief in the purpose of their work is the fuel behind years of hard work and dedication (Berg, 2019).

To be an effective leader in higher education requires wisdom, confidence, and humility (Sandberg, 2015). Successful women leaders understand the need for vision with a tireless devotion to change, curiosity, and purpose. These are among the skills shared by women in higher education as they continue to demonstrate their talents and leadership skills.

Successful women in business set high standards not only for themselves but among expectations. These high standards show that women in business today are more likely than their female predecessors to seek out and to use professional advisers, such as accountants, attorneys, and bankers (Ciarella, 2009).

As for women in higher education fundraising, their ability to listen well, to be a motivator, to show concern for others, and to demonstrate high energy, persistence, and perseverance are essential to their success (Panas, 1988). Women first began fundraising to increase opportunities for other women in higher education beginning in 1836 with institutions like Oberlin College, which admitted women to its Mount Holyoke Female Seminary, and the Georgia Female College, which admitted their first female students in 1836, a time when many U.S. institutions still lacked financial resources, especially those in southern states (McCandless, 1999; Thelin, 2011).

As McCandless (1999) explained, most southern women's colleges were formed in the early 1900s to educate teachers, and only one southern college for women, H. Sophie Newcomb Memorial College for Women in New Orleans, had an endowment in 1900. For comparison, women today are enrolling in higher education institutions on a larger scale, comprising 51% of college students (National Center for Education Statistics, 2009).

Fundraising Stakeholders

Fundraising stakeholders are either volunteers or donors and act as ambassadors for the community college, spreading the message and garnering respect for the institution. Podnar and Jancic (2006) identified three types of fundraising stakeholders based upon their ability to impact and influence both the institution and its community, what Podnar and Jancic refer to as an *exchange*. The first type, the inevitable exchange stakeholders, has the most powerful relationship with a company or organization and is crucial for the successful economic performance of the higher education institution. The second type of exchange stakeholders have less power but are still influencers, such as exchange stakeholders within organizations, associations, and political parties. The final type, the desirable exchange stakeholders, consists of employees, family members, community and cultural organizations, charities, and sports or religious groups (Podnar & Jancic, 2006). Stakeholders can be categorized as "any group or individual who can affect or is affected by the achievement of the organization's objectives" (Freeman, 1984, p. 46).

That mission of a community college, or that of its foundation, may include language specifically geared to help ensure stakeholders know the college has a vested interest in their involvement. In developing goals and benchmarks, and by communicating those goals clearly, stakeholders will know and understand the challenges that matter to the community college, thereby helping the institution to achieve fundraising success (Klingaman, 2012).

Acknowledging stakeholders through marketing materials, events, invitations, scholarship opportunities, and other means are opportunities to engage and showcase the results of their giving to benefit students. Exploring and testing new fundraising materials, activities, and alumni services engage stakeholders while helping them to understand the importance of the

institution's mission and values. In so doing, stakeholders become a college's promoters (Klingaman, 2012).

Trustees. Trustees have the responsibility to ensure the community college's success – a success tied to revenue. Trustees have an ethical responsibility to bring new resources to further a community college's mission and to create new revenue streams through increased donors (Craft, 2019). They have the obligation to advise and assist the president in attracting new, lasting revenue sources. Trustees are also the public face of the institution, connecting the college to outside resources through relationships, collaborations, and business.

Trustees expect presidents to lead their colleges through the financial labyrinth so that their institutions meet the needs of their communities. Community college trustees must, in turn, support their presidents in efforts to expand and stabilize college financial operations, and one way is through increased fundraising efforts (American Community College Trustees, 2019). Declining state and federal support for community colleges command creative methods of fundraising and active, knowledgeable participation from trustees (Nielsen et al., 2003). Trustees should remember that fundraising is, first and foremost, important to the mission. Trustees should be instrumental in overseeing and maintaining an institutional structure that supports the foundation (Nielsen et al., 2003). Trustees who understand the need to fundraise help to create an atmosphere of giving while leading their institutions to a secure financial future.

Alumni. Alumni are key stakeholders to the community college and have huge potential for engagement. Generally, community colleges have yet to fully engage alumni in fundraising activities to have their counterparts at four-year institutions (Starace, 2012). Engaging alumni through student programming helps alumni to recall their life as a student and provides an opportunity for them to interact with the college and students. Modeling behavior for students is

important. Alumni can help strengthen relationships with other campus departments, such as student affairs, admissions, and career centers. Utilizing alumni in the community with continuing education can also help spread the word about the college's mission.

Students. Students are valuable resources to the community college fundraising conversation, and not just because they are future alumni. Engaging students through programming while in college can enhance their willingness to participate and give back to college upon graduation. Many students face challenges and come from lower socioeconomic backgrounds. Many of them work while they're going to school, have families, or go part-time because they cannot afford to attend full-time. The thought of philanthropy is just not a part of their lives (Marcus, 2013).

Fundraising efforts must help students understand their importance as a part of the community college. Social media and other technologies can quickly spread the word about events and developments to support student engagement and college fundraising (Rutherford, 2010). Community colleges must tap into these resources and use student engagement and communication networks to their advantage.

Employees. Employees are also fundraising resources as they can become advocates for fundraising by leveraging their outside personal and professional relationships. Every staff member needs to be involved in fundraising. Donors practice the art of followership – they follow the leadership of the organization in which they give to and to the mandates set by that organization's board or executives (Bermudez, 2013).

Research stresses the importance of developing relationships of employees to tap into community wealth. While there is no single process that works, there exist data-driven factors that determine successful fundraising efforts, including aligning resource development with an

institution's mission; integrating development planning into a colleges' management plans; and, fund development staff accessing institutional research and databases (Glass & Jackson, 2006b).

Best Practices in Fundraising

Fundraising has changed over the years, and community colleges will need to adopt new ways of connecting with donors. As Drezner observed (2011), "The Council for Financial Aid to Education declared that American higher education was elevated to a position of excellence through philanthropy" (p. 15). There are many best practices for universities and colleges to explore, but the goal is to attain long-term prosperity in a field where need outweighs supply, and competition is great. Soliciting for educational resources can be challenging, but through social media and technology, it has become easier than ever to reach donors. Heaton (2012) noted that community colleges are growing rapidly in their fundraising activities and have found a new level of success in securing external, private monies.

As Hiles suggested (2010), among the most popular best practice in fundraising is the phone call. Traditional phone calling builds relationships while engaging prospective and current donors in conversations to determine mutual interests and to increase funds and growth. A call report is a spreadsheet to track records of giving. Through call reports of contacts, a college can build upon donor relationships and establish a record of defined donors for fundraisers.

Another way to generate momentum is proposal counting. Counting the number of proposals submitted by major gift officers or the number of $1,000 asks by annual fund officers is the first step. More developed programs also measure closure rates (Hiles, 2010).

One global company, and one of the world's leading cloud software companies, Blackbaud, has provided fundraising solutions and best practices since 1981. Blackbaud provides technology solutions and services to approximately 24,000 nonprofit customers in 83 countries,

with its largest client-organization reaching a donor base of more than 25 million individuals. Blackbaud links the entire community of organizations that contribute to social good—nonprofits, foundations, corporations, educational institutions, and healthcare institutions, among others—with individual donors and change agents who support them (Blackbaud.com, 2020).

As nonprofits and higher education institutions alike seek new fundraising methods, revenue streams, and communication approaches, Blackbaud has identified the following best practices (Andresen et al., 2012).

1. *Peer-to-Peer Fundraising: Turn Constituents into Advocates and Advocates into Donors.* Peer-to-peer fundraising is practiced primarily by voluntary health organizations, but the strategy is becoming increasingly popular with community, arts, cultural, environmental, faith-based, international aid, higher education, and other organizations. The benefits of peer-to-peer fundraising include relatively low cost, productive personal appeals, and an extended reach into the community.
2. *The Mobile Frontier: Successful Strategies from Text-to-Give and Beyond.* Mobile texting has expanded beyond simple text-to-give campaigns designed to aid in times of emergencies. For nonprofits, the benefit of mobile texting lies in reaching constituents wherever they are located. Mobile texting is the most immediate communication channel available, and there are many proven strategies and emerging techniques for using it to engage supporters.
3. *Understanding the Value of Your Social Media Influencers*. Consumers trust online friends over advertisers as social media constituents help deliver institutional missions. When social media consumers interact with others, the impact can be powerful.

4. *Principal Giving: The Race Is on for Transformational Donors*. Principal, transformational, and lead gifts are critically important — without them, institutions cannot expect to secure and sustain their missions. As organizations institute more aggressive campaign goals, the challenge lies in finding the right combination of factors for fundraising success, including the right solicitor reaching the right donor with the right purpose, the right amount, and at the right time.
5. *Analyzing the Value of Special Events: Strategies for Success.* Institutions know there is never a shortage of ideas concerning special event fundraising. Organizations may consider the use of the term *friend-raiser* to describe such events. No organization should rely on net proceeds from special events as a primary funding source. A special event should not be owned by one person but should engage many people including the nonprofit's CEO, chief development officer, major gift officers, prospect researchers, volunteers, and board members. Collaboration is critical to maximizing the value of such events.
6. *Corporate Giving: How a Deal Outdoes an Appeal.* Before prospecting for corporate cash, products, or employee volunteer time, institutions should consider what might motivate a business to lend a helping hand to an institution. Consider approaching a company with something different – not a traditional fundraising appeal.
7. *Best Practices and Cultivation Strategies for Planned Giving Programs*. All successful planned giving programs depend on interaction – getting out of the office. Solicitors should keep on task and establish an easy-to-reach goal of talking with

three people each workday with the message of an institution's planned giving efforts.

The most successful component of a giving program is a strong, proactive communication and outreach program. Phone calls, personal visits, and face-to-face contacts are also critical components to the success of fundraising efforts (Andresen et al., 2012).

Perspectives on Fundraising Strategies

According to Cutlip (1965), World War I provided the foundation for organized fundraising, a belief challenged by those who believe the Young Men's Christian Association movement in the 1900s formed the roots for modern fundraising. As the need for fundraising in organizations grew, so did the need for practitioners in the field. In 1960, the National Society of Fund Raisers—now the Association of Fundraising Professionals—was formed as a response to the growing needs of fundraising practitioners (Burlingame, 2004).

Fundraising is no longer an afterthought; it has become an expectation that community college leaders be skilled in resource development and donor relations. If community colleges are to continue to provide an open-door for educational opportunities, they must find more entrepreneurial ways of raising money through grant-writing opportunities and alumni and corporate giving programs, similar to those found at most four-year institutions (Klingaman, 2012).

The rising expansion for professional fundraisers created the need to develop fundraising strategies to address activities, such as door-to-door fundraising campaigns and telethons. Fundraising transforms lives, supports communities, and fosters collaborative relationships through partnerships, support, ideas, and conversations to strengthen the world (Newell, 2012).

According to Babitz, “even today, fundraising at the community college level remains a relatively new and untested phenomenon” (2006, p. 6).

Strategies for soliciting funds may include: developing and implementing an action plan and a major gift program; setting goals for the number of personal connections, visits per month, and the number of major gift requests per year; hosting events with special guests; maintaining a list of prospective supporters and qualified major gift prospects and using them to develop major gift proposals; and, generating reports and projections to inform institutional leadership (Klingaman, 2012).

The return on investment for applying the time and resources into developing, maintaining, and implementing fundraising strategies are essential to funding success. Using all available relationship tools to thrive in the fundraising arena ensures an institution’s revenue-generating advantage. But, this may take many hours of external research to understand the guidelines, competition, timelines, and expectations of fundraising (Klingaman, 2012).

Devoting the very best strategic resources to an institution’s outside fundraising efforts is key to the success of a fundraising plan. Community colleges are at a turning point: They can either continue to operate as usual or tap into private resources through fundraising, which will require college leaders to take the lead and to decide a course of action to achieve results (Klingaman et al., 2012). Community college fundraising efforts are progressing slowly when compared to four-year universities (Kasper, 2002). Community college leaders must learn to compete in the already crowded fundraising market (Gose, 2006).

Higher education fundraisers face a further challenge in securing annual funding opportunities critical to institutional success. Planning and finding ways to increase contributions through deferred plans can help with budgeting for expenses (Boggs & McPhail, 2016).

Fundraising Sources

Community colleges do not receive the same level of funding as their four-year counterparts because many of the major colleges and universities have large endowments. As such, one of the fastest-growing areas in community college's is fundraising, and many community colleges have foundations less than 40 years old while many of their four-year counterparts have educational foundations that are decades older (Babitz, 2003; Hall, 2002; Luck & Tolle, 1978; Patnode, 1991).

According to Angel and Gares (1981), "Community college foundations have come of age, Babitz, 2003with 1988 combined dollars exceeding a quarter of a billion. Also stated by Babitz (2003), "While community college foundations may be the new kids on the fundraising block, they are well-positioned to build private-sector support." Additional authors have commented on funding sources in the community college, such as Luck and Tolle (1978), stated, "Community colleges, increasingly, are having to look for funding sources other than state revenues, local taxation, and student fees and tuition." Lastly, Patnode (1991), indicated, "community colleges sources origins are far different from those of four-year institutions' fund-raising programs' sources because their most effective source of income is non-alumni individuals, usually living within commuting distance."

Fundraising is a new venture for many community colleges, and one such source of funding is philanthropic donors. Fortunately, upwards of 30% of donors to community colleges live within the commuting distance as opposed to 19% for four-year institutions (Bass, 2003; Lucas, 2003). Other sources can come from special events, direct mail, grant proposals, telephone solicitation, and marketing efforts to local businesses (Patnode, 1991).

These are common avenues for fundraising, but with the use of technology, generating additional funding sources has become competitive. Social media has become a vehicle for attracting donors to events and making donations. One such avenue, the so-called *giving days*, helps charities garner donations they might not otherwise receive, often from new supporters. Organizing these special, one-day, online fundraising events involves the use of widespread promotions to encourage people to visit a designated web site (West, 2011).

Emergence of Foundations

Although community college foundations are in their infancy, they are well-positioned to build private-sector support through networking and relationship building (Babitz, 2003). The AACC surveyed the need for community colleges to establish foundations and the factors that lead to foundation success (Phillippe & Eblinger, 1998). The results of the survey indicated 90% of community colleges either had or were actively considering starting a foundation.

Originally, community college foundations focused almost exclusively on soliciting contributions for capital campaigns. Their mission has since expanded to include such objectives as involving community leaders in college activities and enhancing the image and visibility of the college through friend-raising (Anderson & Snyder, 1993).

Trustees play an important role in foundation support and are instrumental in maintaining the institutional structure required to support a foundation (Neilson, Newton, Mitvalsky, et al., 2003). Roueche and Roueche (2000) emphasized the importance of growing private support as enrollments increased along with institutional needs. Foundation staff can approach the business community for contributions, emphasizing the benefits of equipping graduates with in-demand workforce skills (Scott, 1991). Community colleges have a tradition of building close, working relationships with key organizations, institutions, and individuals in their communities. As a

result, community college foundations are well-positioned to receive increased levels of private support (Hall, 2002).

Generating community college resources and building strong relationships in the community have been priorities for community college presidents and trustees. From these collaborations, leadership may engage the community and create opportunities to showcase successes, allowing donors to become both interested and engaged in the community college mission. Generating and nurturing robust donor relationships contribute to a college's well-being and will ultimately generate more resources (Hall, 2002).

Fundraising Campaigns

Higher education institutions have used fundraising campaigns to enhance facility capital or construction projects. However, capital campaigns have not had a long history in the community college sector (Smith, Miller, & Gearhart, 2017).

Capital campaigns do not have to be enormous, but the opportunities for donors to participate on a small scale with small victories is win-win. This promotes stewardship and generates personal giving opportunities at scale. There are vast opportunities for success in a capital campaign, particularly among faculty because of their resources (Smith, Miller, & Gearhart, 2017).

One of the newest ways fundraising is creating momentum is through crowdfunding. Crowdfunding is a novel method for funding a variety of new ventures, allowing for-profit, cultural, or social projects to raise funds often in return for future products or equity (Mollick, 2014).

Crowdfunding projects vary in both goal and magnitude, from small artistic projects to entrepreneurs seeking seed capital as an alternative to traditional venture capital investment

(Schwienbacher & Larralde, 2010). Crowdfunding is a new venture, but represent an evolution in creative fundraising strategies. Additional research will be required regarding practices, policies, and outcomes as institutions grow to embrace crowdfunding.

Donor-Centered Approach

Donors like to feel their gifts make a difference. While they may realize a tax deduction, a truly transformational gift is one that helps donors understand how their gift makes a difference (Drezner, 2011).

According to the Giving USA Foundation, individuals are responsible for the majority of giving to colleges and universities (Giving USA Foundation, 2018). A donor-centered approach requires that development officers have a high social IQ and active listening skills (Hiles, 2010). Taking a donor-centered approach and counting the number of proposals submitted versus proposals closed will assist in measuring the number of quality solicitations and help to improve a development office's effectiveness.

Annual gifts provide colleges and universities with operating support through unrestricted gifts, although institutions also allow donors to make restrictions on gifts by designated them to specific student programs or academic departments (Drezner, 2011). Annual funds create an annual habit of fundraising. Institutions use campaigns to excite donors and engage them in larger gifts to their college or university (Drezner, 2011).

Other Types of Giving

As community colleges adopt innovative fundraising strategies, to capture donor's attention and encourage them to give, additional options are available. Institutions are considering different types of fundraising approaches to traditional giving.

1. Planned gifts – often referred to as definitive gifts, these are typically larger gifts that are planned following a donor's passing (Sapp & Kimball, 2002).
2. Will – A will provides for the distribution of property and assets upon death, including distribution to an institution (American Bar Association, 2020).
3. Trust – Trusts are legal arrangements that can provide flexibility with certain assets, enabling donors to achieve several significant personal goals, including institutional contributions that cannot be achieved otherwise (American Bar Association, 2020).
4. Life Insurance – Institutions may be designated as beneficiaries of life insurance proceeds upon death, or the proceeds may be payable to an estate or trust created during a donor's lifetime or by a will (American Bar Association, 2020).
5. Endowments – Endowments are assets—usually cash accounts invested in equities, bonds, or other investment vehicles—set aside so that the original asset, the corpus, grows through interest income earned from the underlying invested (National Council of Nonprofits, 2020).

Fundraising in the Community College

Community college funding has historically been unpredictable and unstable due to the discretionary nature of state support and the vagaries of funding initiatives (Phelan, 2014). Considering trends in higher education funding since 1980—specifically, state allocations as a portion of all spending in higher education—it is estimated higher education funding will cease to exist by 2059 (Desrochers & Hurlburt, 2016). Community colleges received only 27% of their revenues from federal, state, and local sources, although some community colleges generate much of their support from local taxes (Miller, 2013).

The AACC fulfills its mission in the aid of community colleges nationally through a variety of affiliate councils (AACC, 2019). One such council, the Council for Resource Development (CRD), is a membership-driven council comprised of community college fundraising and grant development professionals. With a 50-year history that mirrors the growth of the community college movement, CRD has met member needs through research, publications, and educational programming aimed at advancing both private and public support for public, two-year colleges.

Generating support through partnerships is essential to increasing funding sources for community colleges. Partnerships may include private corporations, public agencies, community and non-profit organizations, and neighboring universities. Partnerships for increased financial support may also include corporate gifts from business/industry as a return for workforce training and retraining (Garcia et al., 2009). Kenton, Huba, Schuh, and Shelley (2005) suggested that community colleges should be active partners in economic development projects to identify alternative funding sources. As Haire and Dodson-Pennington (2002) explained, "Through collaborative partnerships, the college positioned itself as a viable investment for both private and federal funders, and the college is viewed as a trustworthy partner for fundraising initiatives" (p. 66).

Valencia Junior College was established in the fall of 1967 in a few portable buildings on West Oakridge Road in Orlando. Today, Valencia College operates six campuses and centers in Central Florida's Orange and Osceola counties, offering credit and continuing education programs. The college has more than 70,000 students and more than 80,000 students have earned degrees at Valencia since its founding. Valencia Community College is one example of a community college generating funds through partnerships and exemplary fundraising activities.

The college's last nine events raised more than $3 million for student scholarships (Valencia Community College Foundation, 2019).

Valencia Foundation received more than $6.6 million in external funding and pledges to support scholarships, faculty chairs, and learning programs during the 2018-19 fiscal year. More than 730 individuals, corporations, and organizations contributed. The foundation maintains more than 650 named scholarships, academic support funds, and endowed teaching chairs and fellowships. During the 2018-19 fiscal year, 3,000 students received financial support from the foundation, including $2.49 million in scholarships.

According to Valencia Community College Foundation (2019), the college is committed to providing even greater opportunities to students through the $30 million, multi-year Valencia Promise Campaign, raising funds to support 14 priorities under four pillars of promise, which are:

1. Make education affordable and accessible by breaking down barriers;
2. Grow our community's economy by enhancing and expanding signature programs;
3. Lead individuals into high-wage jobs by training them for high-demand careers; and,
4. Innovate learning by fostering collaboration and experimentation.

Fundraising at the community-college level is essential to college success and an integral part of revenue and resource building. With the continuing decline in higher education funding, and as state governments come to believe higher education is private and not for the public good, fundraising has never been more important (Drezner, 2011).

Challenges Facing Community Colleges

The literature related to community colleges details several challenges faced by the institutions and their presidents. Table 1 highlights the major fundraising issues identified by

several authors compiled from the current literature. Among them, the most significant include funding challenges, changing demographics, keeping up with emerging technologies, and increased accountability.

According to Scutari, (2020), "Community colleges disproportionately serve low-income students, boost economic mobility at a higher rate than their elite peers, and provide in-demand and often well-paying vocational skills." This is a challenge because community colleges lag behind four-year institutions and lack deep alumni connections.

Evans (2001) indicated that community college presidents must be prepared to lead in a changing environment. Hockaday and Puyear (2000) contend "the issues that upcoming community college leaders will have to address will be different and more complex than those faced by community college leaders in the past" (p. 1). The challenges are varied and change with the times.

The addition of leadership skills critical to fundraising is yet another challenge as greater emphasis is now placed on a leader's ability to generate funds (Gentile, 2009). Given the decline in public support, community colleges face the challenge either of keeping their promise of lower tuition and fees or increasing fees to cover budget shortfalls (Gentile, 2009). Regardless of the action taken, fundraising can fill a critical need for resources (Pfeffer & Salancik, 1978).

First-time community college presidents face many challenges. Understanding the previous administration and current culture can be challenging as presidents are accountable to the college culture, stakeholders, faculty, staff, and trustees. How these challenges are met vary depending upon whether the president is hired from the outside or ascended to the post from within (Caldwell, 2014). As Phelan noted, community college presidents must "constantly evaluate their progress concerning the institutional membership, board, and community" while

committing to learning “because of the ever-changing higher education landscape” (2005, p. 791).

Pierce and Pederson (1997) identified three challenges facing community college presidents: technology, including balancing benefits and costs; balancing competing demands with limited resources; and, the changing concept of community in a global society. Sullivan (2001) stated:

> Community college presidents must now and in the future function in an environment characterized by a variety of challenges, as summarized by resources, student and staff demographics; shift in learning paradigm, technology developments, customer service, high-quality training, private-sector competition, and services as a result of distant learning. (p. 559-560)

Table 2.1.

Top Fundraising Challenges Faced by Community Colleges Since 1997

	Scutari (2020)	*Caldwell (2014)*	*Eddy & Boggs (2010) & (2016)*	*Phelan (2005)*	*Evans (2001)*	*Sullivan (2001)*	*Hockaday & Puryear (2000)*	*Pierce & Pedersen (1997)*	*Wharton (1997)*
Funding Challenges	●	●	●	●	●	●	●		●
Restructuring academic programs and curricula		●			●	●	●		●
Keeping up with emerging technologies		●		●		●	●	●	
Increased accountability	●	●	●	●		●			●
Faculty, staff, and trustees		●		●	●		●		
Distance learning blurred with service boundaries						●	●	●	
Increased Competition	●			●		●	●		
Changes in demographics		●	●	●	●	●			
Flexibility demands		●			●			●	●
Community college mission fuzziness				●			●		
Information overload						●			
Preparedness of graduates for a global society		●	●				●		
Leadership development	●		●	●					
Succession planning			●	●					
College Culture			●						
Stakeholders and Community	●	●	●	●					

Declining enrollments and an emphasis on state funding tied to student outcomes are other challenges community colleges face. Declining enrollments are an issue two-year colleges have coped with since roughly 2010 (Smith, 2018). The shift from state and local funding to a growing reliance on tuition and fees, without significant and corresponding increases in student financial aid amid a declining student population, has become a regrettable trend (Katsinas 2005). But some researchers warn that college funding concerns will worsen as more states apply pressure on institutions to produce measurable outcomes (Smith, 2018). This development threatens the traditional open-door policies of public community colleges (Hendrick, Hightower, & Gregory, 2006). There is a wide variation from state to state in the funding mix for schools as some rely heavily on state appropriations while others are more reliant on tuition and fees (Kenton, Schuh, Huba, & Shelley, 2004).

Community college leaders face challenges of balancing multiple missions, college functions, and demands from the communities they serve. They are also accountable and responsive to demands from the state and national levels. As the business needs of its community changes, so change the needs and demands for student success (Eddy & Boggs, 2010).

Adding to this context of fiscal uncertainty are the persistent problems and issues brought about by changes in student demographics, federal and state mandates, public demand, and economic cycles as well as shifts in the needs and demands of students, employee groups, trustees, college supporters, all of which must be optimized to ensure beneficial outcomes (Boggs & McPhail, 2016).

Community college advancement's budgets and advancement teams are much smaller than four-year institutions. The lack of professional fundraising presents a challenge to achieving financial resource goals. As community colleges face challenges in growth and a substantial shift

in state and local funding, the reliance on tuition and fees is rapidly growing. The impending lack of funding with no support or increased revenue to support student financial aid will undoubtedly create financial challenges (Phelan, 2014).

Balancing professional and personal life. The research shows that work/life balance is a challenge. Work/life is not easily defined and can be different based on circumstances. Greenhaus, Collins, and Shaw (2003) defined work/life balance in terms of both equality and engagement – the degree to which people are equally engaged and satisfied with both work and family roles. Striking a balance between a college president's work and personal life is a balancing act, often described as an unattainable goal.

Presidents are, after all, humans and do want to *have a life* or at least something that resembles a life. Presidents have described the relentless demands of their jobs as similar to taking a sip of water from a firehose or a waterfall (Dowdall, 2004). Presidents are viewed as an example for the entire institution and carry this with them everywhere they go every day.

Presidents also must prioritize their time, which often means turning down invitations to events, community meetings, and other activities, which can be attended by senior staffers, although there are times when the president's presence is required (Basinger, 2001). Presidents have to find balance, which takes the form of a healthy diet and exercise – and taking time off to recharge.

Balance requires knowing when to take time, when to stop, and when to ask for help. "The challenges of the job will sweep away the stamina of any individual who doesn't think carefully about how she leads a college and balances that with her personal and interpersonal and spiritual life" (Basinger, 2001, p. 4). As leaders of their institutions, presidents who take care of their personal and professional lives set good examples for others to follow.

As for fundraising, many female fundraisers experience challenges that require balancing family demands. Fundraising requires long hours, evenings, weekends, and travel for personal visits to donors. They are often required to relocate for career advancement, which may limit opportunities (Conry, 1991). Gibelman (2000) found that while nonprofits generally adhere to equal opportunity and federal affirmative action guidelines, organizations too often fail to acknowledge the child-care and, increasingly, the elder-care challenges many women face.

Aligning fundraising goals with institutional needs. The fundraising world is changing rapidly for institutional leaders and will require new techniques for assessing priorities (Roberts, 1999). Generating new relationships and new partnerships may require developing untapped skills, or new skills will have to be considered as fundraising is a new, unchartered arena for many leaders.

Institutions must take into account that many donors have agendas that do not necessarily coincide with the college agenda (Roberts, 1999). Cultivating and soliciting fundraising support requires the ability to convey the message and tell the story of the institution such that it aligns with the institution's mission. As the dependency on outside revenue has increased, aligning the institution's fundraising goals is critical to sustaining financial support (Crawford, 2013).

Community college fundraising sustainability. Fundraising sustainability takes time, effort, and resources to achieve long-term results. Community colleges must create a courageous vision for the future with an aggressive mindset to be inclusive with community-minded objectives in the short-term and become increasingly creative in adopting sustainability methods for the long-term.

One such sustainability opportunity is known as the college promise (O'Banion, 2019). The idea—offering free, universal access to higher education—was first introduced in 1929. As a

means for communities to engage with higher education institutions, many community colleges launched college-promise projects in partnership with other community colleges. Since 2015, college-promise campaigns have built broad public support from communities and states to cover tuition and fees for the first two years of community or technical college and to provide supportive services to help students succeed.

Many community colleges have benefitted from college-promise programs, including Michigan's Kalamazoo Promise, which provides up to 100% tuition to Michigan community colleges and universities; the Tennessee Promise, which combined state lottery funds with contributions from businesses and foundations, demonstrating how a promising program can ensure financial sustainability; the Dallas County Community College District Promise Project, which focuses specifically on closing skills gaps; the Detroit Chamber of Commerce Promise Project, which offers up to three tuition-free years of higher education and other services to Detroit-based students; the West Sacramento Home Run Promise, which focuses on student success; and, the Boston Bridge Pilot Program, which creates pathways to increase student access and success at four-year institutions (O'Banion, 2019).

Another successful idea involves the Illinois Community College Sustainability Network (Jackson, 2010). The community college in the pilot program shared curricula and resources and developed workshops and programs using a sustainability agenda, and each community college established a sustainability center. The pilot project proved to be a model for sustainability by networking community colleges, businesses, and industries in the field of energy, technology, and sustainability (Jackson, 2010). Jackson noted the Illinois Community College Sustainability Network "demonstrated that networked campus sustainability centers are an efficient mechanism to reach consumers, business, and industry" (p. 929). All 48 community colleges are now

members of the Illinois Community College Sustainability Network and participate in the project.

President Obama and the Educational Testing Service released five reports on the different tuition-free models operating in the country. The papers combine to form the "Designing Sustainable Funding for College Promise Initiatives" report, which endorses no single approach, yet, emphasizes the importance of financial viability (Millett, 2017). President Obama spoke in Macomb, Michigan, in 2015, announcing the creation of the nonpartisan College Promise National Advisory Board, consisting of diverse leaders from education, business, philanthropy, government, labor, and others (O'Banion, 2019). The board was charged with supporting college promise campaigns.

Achieving the Dream is another program to support sustainability for community colleges. As stated in its mission, Achieving the Dream supports a nation-wide network of community colleges to achieve sustainable institutional transformation by sharing knowledge, innovative solutions, and effective practices and policies leading to improved outcomes for all students (Achieving the Dream, 2020).

Community colleges play a leading role in higher education sustainability and are uniquely creating pathways for fund-development programs. To lead change and achieve sustainability will require community colleges to have more than a commitment to the principles of sustainability. It will require a real change to deal with the complexities and multiple stakeholders (Tilbury, 2011).

Traits of Prospective Community College Presidents

Leadership is defined by both traits and situations, and leaders carry intrinsic traits that make them ready and capable of leading as the situation requires. Although not definitive of a set

of leadership traits, leadership begins with such internal traits as self-confidence and self-survival and is developed through a leader's exposure to and interaction with specific events (Avolio, 2005).

In an investigation of traits related to effective leadership, results showed men and women possess an equal balance of successful leadership traits (Conroy, 1991, 1998). The foundation of fundraising is based on interpersonal relations, skillful communication, and managing emotions and motivations – in other words, skills that personify traditional female characteristics and traits (Rath, Conchie, & Press 2008).

Women leaders are usually disadvantaged when people's stereotypes of women, men, and leaders are considered, yet, links to good leadership traits in women can be traced as early in the 20th century (Bass, 2008). Such stereotypes are influenced by historical and cultural trends.

Several studies identified the traits required of a prospective college president, and vision is one such trait. It is suggested leaders should have an idea of what the institution should look like and the direction in which it is headed both in the short- and long-term. Hockaday and Puyear (2000) identified ten traits leaders or presidents should have to be considered effective, including vision; integrity; confidence; courage; technical knowledge; collaboration skills; persistence; good judgment; the desire to lead; and, analysis. Various authors have identified other leadership traits as follows:

- Vision – A leader should have and share a vision for the institution and the direction in which it is headed both short- and long-term (Alexander, 2010).
- Integrity – A president should be trusted and viewed as a moral figurehead who sets the example for others to follow (Pate & Angell, 2013).

- Confidence – Presidents must have confidence in their plan for leading the institution (Fisher, 1988).
- Courage – When one is courageous, one completes the necessary tasks with ease, unafraid of the result (Batagiannis, 2007).
- Technical knowledge – Effective presidents must know the inside-out of education as a business (Hockaday & Puyear, 2000).
- Collaborators – Today's college presidents find themselves partnered with community, government, and other educational partnerships, all of which require collaboration skills (Cortese, 2003).
- Persistence – Persistence can tell much about a true leader, such as whether the leader is determined to see the job through or to just go through the motions (Kirkpatrick & Locke, 1991).
- Good judgment – Many would consider the key outcomes of the organization the product of good judgment. "Good judgment is the result of understanding the social, interpersonal, and financial forces that are at work in the community and being able to accurately predict the reaction of individuals and groups of certain actions" (Hockaday & Puyear, 2000).
- Desire to lead – Presidents must have a desire to lead their organizations and to take responsibility for the direction of the organization (Kirkpatrick & Locke, 1991).
- Analysis – The challenges presidents face are many, and analyzing the best course of action is not easy or straightforward. The many changes in higher education and in the communities in which higher education institutions operate will have to be better

understood by presidents for their colleges to compete in the 21st century (Pierce & Pedersen, 1997).

As summarized in Figure 4 Nelson (2014) identified key traits that determined a wide range of abilities of 21st-century community college presidents, and both presidents and the prospective president must find ways to develop these skills as they continue to expand their leadership. How successful a president is at using these traits and behavior will assess whether they are a successful college and university president.

Figure 2.3

Traits of prospective community college presidents (Nelson, 2004)

Finding ways to accomplish these traits without compromising its image or reputation should be a primary focus as colleges and universities continue to expand their reach globally with the use of new technologies (Nelson, 2014).

Diversity in Community College Fundraising

In 2019, the Lilly Family School of Philanthropy conducted a study of gender and philanthropy in communities of color, focusing on diversity and inclusion (Association of Fundraising Professionals, 2014). The study found women are more prominent in government,

but the influence of women of color has risen in the private sector as well. Research on women in philanthropy is limited; those that exist simply confirmed that a gender gap persists in both salary and leadership positions in fundraising, even as women now outnumber men by a ratio of three-to-one in the profession overall (Association of Fundraising Professionals, 2014).

The Lilly Family School of Philanthropy surveyed six women of diverse backgrounds, races, ages, and geographic locations, highlighting their philanthropic journeys. From this survey, it was determined generosity exists in all communities and across all cultures. Respondents indicated women are philanthropic, and their viewpoints were an important consideration at the leadership table. Along with this come various amounts of experience. This type of diversity can lead to diverse ways of giving to different causes, but in the end, their intentions are very similar. Women in fundraising are generating momentum with new and creative ways of approaching fundraising (Association of Fundraising Professionals, 2014).

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According to *The Chronicle of Philanthropy* (2018), nine out of ten nonprofit leaders are White. Diversity advocates indicate nonprofits make excuses for not taking more action toward ensuring diverse leadership through such excuses as:

1. There is not enough talent or qualified people of color in leadership roles.
2. Nonprofits' definition of qualified is not equal and traditional board recruitment works against people of color.
3. Colorblindness should occur naturally, and race should not be a factor in hiring or recruiting.
4. Fear of giving power to people of color is both consciously and unconsciously in the minds of White leaders (p. 9).

As foundations and charities embrace the lack of diversity and confront these issues, they may find new strength in the ideas and leadership styles diverse leadership brings to their organizations.

As leaders of their institutions, community college presidents are often called upon to be fundraisers-in-chief, guiding an institution's fundraising efforts, which may have limited or no formal training in the fundraising arena (Satterwhite, 2004). The AACC has long supported the direction of college presidents as fundraisers. The results of a grant from the W.K. Kellogg Foundation called *Leading Forward*, the AACC designed a survey in 2004 to ensure that the critical areas of leadership competencies required by community college professionals are addressed (AACC, 2005). These competencies, identified by the AACC in its *Competencies for Community College Leaders*, included the following: resource management; organizational strategy; communication; collaboration; community college advocacy; and, professionalism (Thomas, 2013). The AACC's *Competencies* are geared for faculty, mid-level leaders, and senior-level leaders, as well as aspiring, new, and seasoned CEOs to help them assess their performance in their current jobs and gauge if they are ready to progress in their careers (AACC, 2020).

Within the resource management and collaboration categories, it is suggested leaders take an entrepreneurial stance in seeking ethical alternative funding courses and build and leverage networks and partnerships to advance the mission, vision, and goals of the community college. These are essential to fundraising goals. Seeking alternative funding speaks directly to fundraising efforts on the part of the community college president (AACC, 2020).

Emergent Issues in Fundraising

This section of the literature review covers a series of emerging issues in the fundraising area. This literature review revealed several issues pertinent to this qualitative study into the fundraising leadership of one African American female president of an urban community college. While the issues are social, they may inform the conceptual framework of portraiture. These issues including fundraising and gender, women in fundraising, harassment, the underrepresentation of African Americans in fundraising, and pay inequities.

Women in Fundraising

A gap in the literature exists regarding the role of female leaders in educational fundraising, and few studies have focused on identifying the successful leadership traits of community college fundraisers (Sampson & Moore, 2008). However, the influence of women in fundraising has been well documented.

After the American Revolution, women began to create charitable institutions of their own (Friedman & McGarvie, 2003). Education was important to early women philanthropists who helped to establish schools and colleges and gave generously to male institutions (Shaw & Taylor, 1995). During the American Civil War, women used such fundraising tactics as fairs, bazaars, and funding letters sent on behalf of the Salvation Army to raise money, food, and clothing for needy soldiers (Silber, 2005).

In the 19th century, women contributed both material aid and volunteerism in support of political activism, and to this day, women comprise a majority of volunteers in the country (McCarthy, 2001). Women have a rich history of volunteerism and activism in the nonprofit sector, although their roles and influence continue to be obscured (Odendahl, 1996; Prochaska, 1980; Steinberg & Jacobs, 1994).

Women leaders at the community college level are on the rise, and their ranks as fundraisers in the public and private sectors continue to grow. As colleges continue to define the future agendas for women leaders in fundraising, they are discovering how women can develop as change agents and design the new systems from which their respective institutions will operate (Giannini, 2001). Table 2 shows the percentage of males and females in fundraising roles by title.

Table 2.2.

Fundraising Professionals by Gender

TABLE 1 Percentage of male and female respondents occupying fundraising roles in the United States

Fundraising role	Percentage male	Percentage female
Chief executive	32. 4	67. 6
Chief development officer	22. 9	77. 1
Deputy development officer	23. 2	76. 8
Program manager	16. 0	84. 0
Other positions	12. 3	87. 7
Total	**21. 8**	**77. 3**

Note. Source: Association of Fundraising Professionals (2014) Compensation and Benefits Study

According to Senge (1990), women must begin to take seriously their skills of intuition and to use these skills in their fundraising roles. Intuition allows females to see the big picture and to develop visions of seeing their organization as a vehicle for bringing change to society. Females with this ability will become designers as well as stewards of an institution's vision.

Women make up a majority in the nonprofit sector, but as leaders, their roles are still underrepresented (Graham-Pelton, 2017). According to Conry (1998), "within a sector where the majority of the workforce is now female, nonprofit theorists, researchers, and analysts can hardly afford not to incorporate aspects of gender into contemporary studies" (p. 90). "Given its proper place, gender, as an issue, has considerable potential to generate both a greater understanding of the present dynamics of the fundraising labor market and the future state of the profession" (p. 89). Women throughout history have been a source of strength in the family and community, but using these strengths to advance their career goals has been challenging (Bishop, 1993).

A 2014 poll of 650 American women who work at nonprofits and conducted by *The Chronicle of Philanthropy* and New York University's George H. Heyman, Jr. Program for Fundraising found that 44% of respondents believed their organization favored men over equally qualified women for leadership positions. The poll also found that 57% of female nonprofit leaders aspire to one day become a CEO (DiMento, 2014).

The Chronicle of Philanthropy collected data on gender and race of chief executives of 400 U.S. organizations major fundraisers and compared this to the gender profiles of leaders among *Fortune 500* companies. Results showed the need for institutions to search within and outside their organizations for diverse talent to ensure women and minorities are being considered for positions of leadership. (Joslyn, 2009).

The efforts of various scholars to identify funding imbalances in community colleges have largely concentrated on funding formulas. Specifically, previous studies have focused on funding deficiencies without exploring funding alternatives and the president's leadership role in attracting external funding resources. Moreover, the field of fundraising in higher education is fragmented, and despite the prominence of community colleges and the growing number of female presidents in community colleges, few studies have focused on the role of women in fundraising (Fitzgerald, 2018).

This literature review suggested a variety of methods and practices to address the changing landscape of fundraising such as the emergence of sexual harassment in fundraising.

Harassment in Fundraising

While securing revenue in and of itself presents a challenge, another movement has shed a light on the culture of misconduct in the workplace. The world of fundraising has found itself in unfamiliar territory with the #MeToo Movement, a grassroots effort to address inequities and harassment among women in professional arenas (O'Neil & Scandoval, 2018).

From a Harris Poll conducted by *The Chronicle of Philanthropy* and the Association of Fundraising Professionals, one-in-four female fundraisers and seven percent of male fundraisers have been sexually harassed on the job, however, the poll offers two cautionary notes (O'Neil & Scandoval, 2018). First, while the language of the poll hinted at the types of sexual harassment it attempted to measure, it was not defined throughout, which may have lowered the actual number of respondents who reported abuse. Also, the poll reflected only a small percentage of solicited respondents. Among the poll's findings:

Figures 5 through 7 graphically represent findings from the Harris Poll, including the profiles of both victims and offenders, the most common forms of harassment, and the profiles of perpetrators.

Figure 2.4.

Sexual harassment victims and offenders among fundraisers.

As women have been the main target of sexual misconduct in the fundraising arena, leaders are working to create safe workplaces while focusing on the dynamics of gender, power, and donor-recipient relationships inherent to fundraising (O'Neil & Scandoval, 2018). The poll found many fundraisers strongly or somewhat agree with the #MeToo Movement's efforts such that victims of harassment feel safe in coming forward and that their claims are taken seriously.

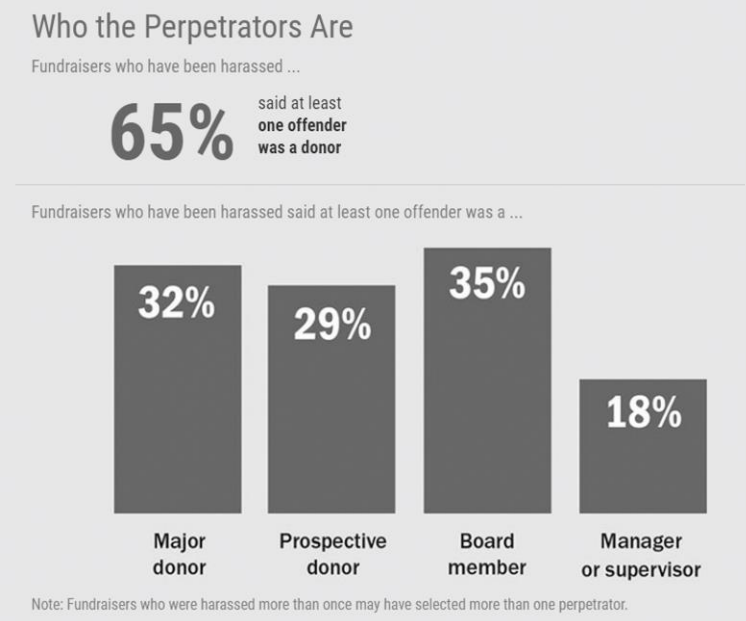
Figure 2.5.

The most common forms of sexual harassment against fundraisers.

Most of the harassment that fundraisers encountered came in the form of inappropriate sexual comments. Eighty percent of fundraisers who had been harassed said they had experienced inappropriate sexual comments in their careers.

Figure 2.6.

The perpetrators of sexual harassment against fundraisers.



Of those who had been harassed, 65 percent said a donor was the culprit in at least one incident. Only 39 percent of fundraisers who had faced wrongdoing said offenders have been co-workers, managers, executives, or board members.

O'Neil & Scandoval (2018) identified practices that show promise of changing the culture among other practices, including:

- Showing everyone respect.

- Holding staff training and conversations about harassment.
- Modeling good, appropriate behavior.
- Ensuring an open-door policy.
- Hiring and promoting more women to send a message that all employees have equal opportunities.
- Terminating problem employees by enforcing conduct policies and enforcing performance measures.
- Knowing, monitoring, and preparing for especially high-risk scenarios, such as meeting with donors in their homes or other settings.
- Enlisting the support of an ombudsperson or other outside source such that victims have alternative avenues to report such issues.
- Building a code of conduct such that all staff understands what constitutes harassment and how harassing behaviors will be addressed

The Underrepresentation of African Americans in Fundraising

The underrepresentation of African Americans in fundraising leadership roles was yet another area of inquiry from this literature review. According to Palmer (2019), women of color in fundraising face unite challenges. He stated:

> What's more, we also face a steep learning curve as we seek to understand cultural norms that are second nature to anybody who has grown up with privilege. Just as maddening is the outright racism we encounter, such as volunteers and donors who have tried to touch my hair or asked me to use the side door instead of the front door to their homes. (para, 7)

How people of color are viewed—whether consciously or subconsciously—becomes a challenge when trying to close the deal. According to Palmer (2019), women of color also encounter very few people who look like them as donors or peers, which makes success more difficult.

As so often addressed in this literature review, a critical component of fundraising is relationship building. Even though people of color are increasingly wealthy and are donating significant sums to good causes, most fundraisers spend their time pursuing gifts from White, high-net-worth people or seek grants from foundations that are White-led (Palmer, 2019).

Compare this to the rich, diverse history of giving among African Americans, whose historic traditions can be traced back before slavery to pre-colonial West Africa (Stanfield, 1985). To survive slavery, African Americans were forced to use informal methods of fundraising and resource accrual through mentorships, adoptions, and shared resources. The realities of slavery required creative giving traditions to meet such community-wide issues as poverty, cultural devastation, and ill health (Standfield, 1985). Today, giving and sharing are part of the daily life of African American communities through formal volunteerism, donations, advocacy, and participating in fundraising, especially in Black churches (Freeman, 2018).

African American traditions of fundraising also can be traced to 1775 with the founding of Boston's Prince Hall Masonic, an organization whose goal was to provide mutual aid for Blacks (Franklin, 1969). Through a viable system of fundraising and fund distribution, Prince Hall was a leading Black abolitionist, community activist, and a native of Barbados' whose simple and effective method of paying dues accomplished its objective of providing equitable, purposeful distribution of economic support to members (Cameron, 2011).

African American giving is grounded by faith and trust in both relationships and institutions that serve the greater good, including education (Gasman & Anderson-Thompkins, 2003). The Free School Society of Charleston, SC, began its efforts in 1810, establishing primary schools to ensure Black children received an adequate education (Davis, 1975). Blacks were faced with numerous obstacles, creating a need to sharply define Black giving and an agenda to address such obstacles (Carson, 1993). In another example of Black giving involving education, the predominately White congregation of the Methodist Episcopal Church of Cincinnati, founded to educate Blacks, to Bishop Daniel Payne of Wilberforce University (Freeman, 2010).

The civil rights movement of the 1960s developed both formal and informal means of giving to Black churches and such organizations as the National Association of the Advancement of Colored People, the National Urban League, and the Southern Christian Leadership Conference. These organizations banded their resources to fight segregation and uphold and affirm human rights. In the end, it was the determination of an individual's commitment to a cause that made the efforts successful, and the support provided by these institutions helped to turn the protests into a movement.

Concerning leadership roles in higher education, while African American women in higher education have made enormous strides in presidential appointments, there remains a need for such women to attain such positions to close the racial and gender gap in higher education institutions (Bates, 2007). Jackson and Harris (2007) found the overall system of higher education is not built for Black women to succeed. Black women in leadership roles have had to navigate their various identities as they serve in executive leadership roles (Beckwith, Carter, & Peters, 2016).

However, women in higher education have had their scholarly work dismissed and devalued and seeing such women in leadership roles remains a rarity compared to their White male counterparts (Sotello, 2007). On the whole, obstacles remain for people of color in the fundraising field.

Leaders of color from foundations and nonprofits have varied viewpoints about careers. Wallace, (2019) conducted a study of 25 foundation and nonprofit leaders to understand their fundraising perspectives. Their comments were candid. Leaders described feeling isolated, navigating difficult, racially fraught power dynamics with grant-makers, and enduring affronts to their dignity. In interview after interview, they described the need to repeatedly prove themselves as evidenced from a selection of their comments:

- "It's always about going above and beyond. You can't afford mistakes because they're not necessarily forgiven."
- "You know you have to work twice as hard. It's just something that becomes part of your DNA. The people I feel bad for are the people who work for me because it means they have to work twice as hard as well."
- "You don't want to become pigeonholed as an African American nonprofit."
- "I would still get those code words like, 'aren't you guys an Oakland organization?' which was code for 'Aren't you an African American organization?'"
- "Being left out of informal gatherings. What happens at some of these grantee retreats is there are the organized events that the foundation puts on. But then sometimes, there is the meet-up at the bar afterward with the program officers and a select few grantees."
- "When will things get better? To build something from nothing is exhausting."
- "People of color have to have way more credentials."

- "Who you are, where you come from, the lived experiences you have are not always welcome."
- "Facing several kinds of barriers. I'm more than one identity – I'm a woman, I'm a woman of color, I'm an immigrant."
- "Enduring other questions as to your stature. Making sure you are not punching above your weight class." (www.philanthropy.com/interactives/20190709_LeadersOfColor)

These leaders were candid about their struggles and triumphs. Despite their concerns, many respondents were optimistic about the future of fundraising for people of color and are staying the course, paving the way for others. Underrepresented women of color in fundraising must be valued and understand their perspectives and experiences to a greater degree (Wallace, 2019).

Palmer (2019) indicated that attracting and retaining women of color in the fundraising field will require: assuring that people of color have strong mentors and sponsors and have opportunities to learn from seasoned fundraisers and to network with other people of color; creating places for honest, action-oriented conversations about their uniquely lived experiences without fear of reprisal or harm to their careers; eliminating the stigma of tokenism or being the token Black or Brown on a conference panel or leadership team; and, allowing opportunities to showcase equally achievements and successes of women of color.

The Impact of Black Donors

Donations from the Black community affect the lives of people across the nation, and such giving extends beyond the support of the Black community's churches, contributions to alma maters, sororities, fraternities, and civic clubs. Fortunately, a shift in African American giving is slowly becoming recognized. In 2011, the Detroit Institute of Arts received a seven-

figure gift from Roy and Maureen Roberts, prompting the institute to name their African American art gallery in their honor (Welch, 2011).

The United States Trust, Bank of America, and the Lilly School of Philanthropy studied African American donors and found that African American households give more of their discretionary funds than other household types. The study found that 62.4% of African Americans rate themselves as knowledgeable or expert about giving compared to 54.8% of their White peers. African American donors also monitor their social investments more than White donors. (39.1% to 21.7%). While they are more cautious about online giving, African American donors are four times more likely to raise funds through social media, leading to higher rates of satisfaction from giving than Whites (66.7% versus 42.3%) (Osili, Clark, St. Claire, & Bergdoll, 2016).

Further, contributions from African Americans have provided vital support to institutions of historical significance, such as the Dr. Martin Luther King Center in Atlanta and the National Museum of African American History and Culture in Washington, D.C. (Brown, 2017).

The richness of African American giving is of interest to many. As noted, the foundations for Black fundraising were established through mutual aid societies and Black churches working within the Black community (Billingsley & Caldwell, 1991). Those traditions continue to this day, but as the influence of Black donors broadens, so too are opportunities for African Americans for a seat at the table to ensure diverse opportunities and ideas are heard, valued, and instituted. These opportunities are changing how African Americans give and how their giving is viewed by leaders, both developments which, by extension, are changing historical narratives and laying a foundation for future philanthropic efforts (Drezner, 2009).

Fundraising Pay Gaps

Following the social movements of the 1960s and 1970s, women began to enter the fundraising occupation (Conroy, 1991; Harrah-Conforth & Borsos, 1991; Perry, 2013). Like the men who preceded them, women needed no specific education or professional training to enter the field and could apply past volunteer work to their roles (Dale, 2017). However, women in fundraising leadership roles have historically experienced a gender pay gap. According to Dale, (2017), "as women's paid work has been historically devalued, and the gender pay gap persists, using a gender lens helps illuminate women's contemporary dominance in the fundraising field and their simultaneous under-representation at the most senior-level positions" (p. 1).

The nonprofit sector has always drawn from a predominantly female workforce as up to three-fourths of its workers are women (Preston, 1994). An elite male power structure continues to exist among positions of leadership and authority, resulting in a glass ceiling that prevents women from advancement (McPherson & Smith-Lovin, 1982; Odendahl & Youmans, 1994).

Researchers and practitioners, both male and female, have called for equity in the fundraising profession as research confirms a persistent gender gap in pay (AFP, 2014; Duronio & Tempel, 1997; Odendahl, 1996).

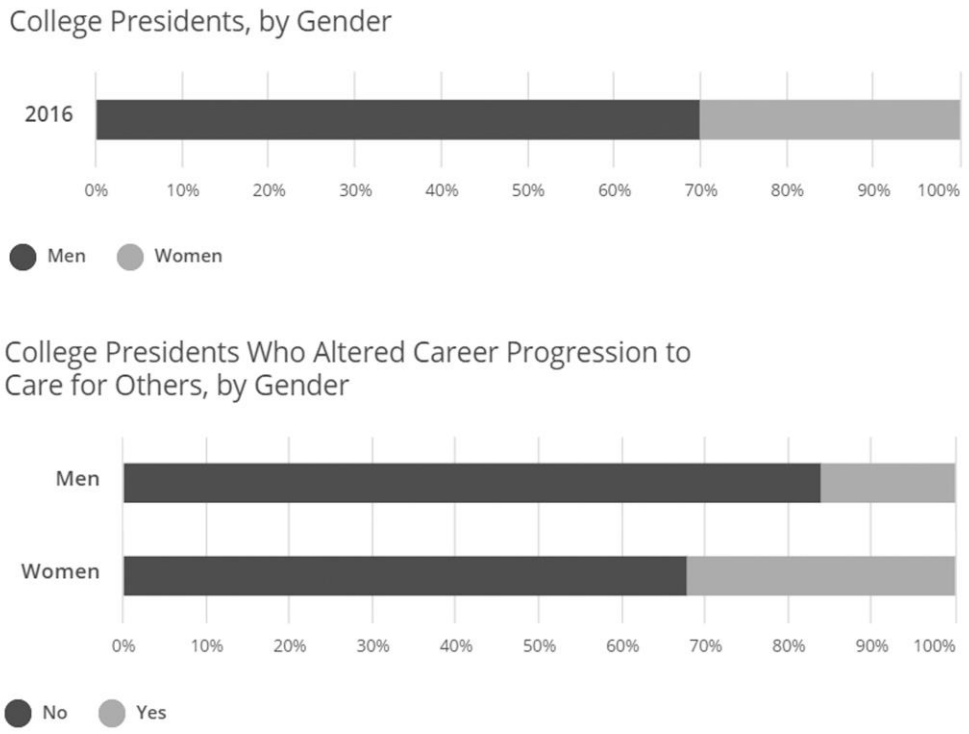
A 2018 study by the Pew Research Center confirms the persistent pay gap between men and women. The findings suggest that, in all industries, women earn 84 cents for every dollar a man earns. Pew Research also found significant differences in years of experience by gender, which is a factor in the pay gap, along with educational attainment, occupational titles, and negative factors, such as work interruptions for family obligations (Graf, Brown, & Patten 2018).

Figure 8 highlights the American Council on Education (ACE), Teachers Insurance and Annuity Association of America (TIAA) 201 American College Presidency Report findings in

the American presidency of gender between men and women. Women college and university presidents are twice as likely to need to alter their careers to care for another family member, a gender disparity without an easy solution, but one which further explains the gender pay gap as well as the perceived value of female contributions to their roles as president (Graf, Brown, & Patten 2018).

Figure 2.7.

College presidents by gender and need to alter their career to care for others an ACE and TIAA *American College Presidents Report*, 2017.



While researchers acknowledge gender gaps in fundraising exist for several reasons, including education and management expertise, but that only explains a portion of the difference (Conroy, 1998, Lewin, 2001 & Lipman, 2002). According to Conroy (1998), there have been

"changes in regulation, technology, demographics, volunteerism, and donor behaviors" (p. 1) in the area of fundraising. Conroy stated,

> Within the last decade alone, one of the most striking changes in fundraising has been the composition of the workforce itself – the dramatic increase in the numbers of women choosing and pursuing fundraising careers. Women now make up the majority of the membership (roughly 52-60%) in the three major professional organizations representing fundraising: the Council for the Advancement and Support of Education, the National Society of Fund Raising Executives, and the Association for Healthcare Philanthropy. (p. 1)

According to Lewin and Lipman (2002), senior female executives as well as other top positions of our nation's nonprofits are routinely paid less than men in similar jobs: as high as a 50 percent gender differential exists for CEOs.

In response to the skills and experience gap between genders, the Association of Professional Fundraisers (APF) launched a pilot leadership program aimed at women fundraisers. In this program, women participants work with mentors for 10 months on five distinct projects, receive a one-hour coaching session with a certified executive coach, and free registration to the Women's Impact Summit. Mentors receive similar benefits, along with leadership education designed for experienced professionals. The focus of this pilot program is on innovation, diversity, equity, and access to provide opportunities and resources for women fundraisers. The five projects will be unveiled at a future summit, and the Lilly Family School of Philanthropy at Indiana University will measure the impact of the project on participants. APF plans to increase the participant numbers in the coming years (Joslyn, 2019).

These findings suggest the importance of examining the roles that individuals play and women fundraisers are earning significantly lower salaries than men. Fundraising does not take place in a vacuum; it is one of the central elements of a larger system of philanthropy" and is misunderstood if reduced to simply the act of raising money (Payton, Russo, and Tempel, 1991, p. 4).

While the literature review revealed fundraising issues and concerns in community colleges, the literature has not to date has not fully explored the engagement of African American women in fundraising.

The President's Role in Higher Education Fundraising

The president's role in fundraising is vital in modern times and a topic of discussion since the early 1900s (Gordon, 1953). At the time, it was the perception among many that the presidency was not held in high regard because of their financial and resource development expectations.

In the current environment, with college and university revenues on the decline, presidents are devoting significant amounts of time to fundraising to secure the financial future and vision of their institutions (Rowland, 1986). But as institutions grow, so does the challenges and complexities of running an institution, which leaves little room to fundraise at the level needed for a successful campaign. The growth in higher education, accompanied by an increase in institutional operations, is most challenging during times of financial market uncertainty (Whitaker & Welsh, 2005).

Presidents engage in the challenging task of balancing the needs and expectations of the entire college community, from the stakeholders, parents, students, business, government officials, community, employees, faculty, staff, and the governing board. The board looks to the

president as the financial manager, scholar, and fundraiser (Whittaker & Welsh, 2005). Presidents must be knowledgeable in many areas of college operations, including legal matters, federal regulations, information technology, financial aid and grants, contract administration, and other areas of specialized expertise that require presidents to accomplish a multitude of tasks (Bimbaum, 1988).

The ever-changing role of the president in fundraising is shifting as a result of student enrollments, declines in government funding, and issues of staffing, all of which have a profound impact on a president's ability to undertake the responsibilities of fundraising (Whittaker & Welsh, 2005). The American Council on Education (ACE) conducted research to determine how college and university presidents spend their time (Corrigan, 2000). Seventy-three percent of respondents identified campus planning as the activity on which they spent the greatest amount of time, while 61% selected fundraising as the activity on which they spent most of their time. More to the present, a 2017 ACE report indicated presidents spend 58% of their time fundraising (ACE & TIAA Institute, 2017).

Regardless of the time presidents spend in fundraising, the legacy of any efforts in progress could be compromised by another development. According to the 2017 American College President's Study, 54% of the president's plan to leave their current position within five years, yet, nearly 80% of respondents indicated their institution had no succession plan in place to fill their role (ACE, 2018). As identified in the next section, female leadership is a growing trend. Empowering women toward leadership roles can increasingly impact their contributions to the spectrum of the higher education field (Jaschik, 2020).

Chapter Summary

The chapter summarized the current literature and trends in the field of educational fundraising and leadership in the community college. It described the complexities of the chief executive officer's role in higher education and the associated challenges that stem from decreased funding and the historical context of the financial hardships facing community colleges and other higher education institutions (Davis, 2013).

Chapter 2 covered the overview of the literature regarding theories of fundraising; the historical overview of fundraising in high education; perspectives on the higher education president's role in fundraising. The literature discussed the role of women in higher education; the many stakeholders in higher education fundraising, best practices in fundraising, and fundraising at the community-college level. The challenges facing fundraising professionals in community colleges were discussed, traits of community college presidents, diversity in community college fundraising, and the emergent issues in fundraising, and the president's role in higher education fundraising.

Despite the important role community colleges play in higher education, meaningful research focusing on the role of the president in a college's fundraising efforts has been limited, this at a time when community colleges are challenged to seek new ways of securing resources and partnerships to ensure sustainability.

Chapter 3 covers the methodology research question and design used in this study. Also included is the researcher's positionality. The methodology includes the use of the data collected from one African American female president and public sources and follow-up interviews with 16 secondary participants, the setting and mission were covered. The data collection method encompassed the interviews, interview protocols, and document review process. The data

analysis, organization of the data coding, ethical considerations, trustworthiness, member checking, triangulation, researcher's bias, connoisseurship, and summary concluded this chapter of the study.

Chapter 3 - Methodology

This study explored the fundraising strategies of one African American female president at an urban community college. This chapter covered the methodology research question and design used in this study. Also included is the researcher's positionality. The methodology includes the use of the data collected from one African American female president and public sources and follow-up interviews with 16 secondary participants, the setting and mission were covered. The data collection method encompassed the interviews, interview protocols, and document review process. The data analysis, organization of the data coding, ethical considerations, trustworthiness, member checking, triangulation, researcher's bias, connoisseurship, and summary concluded this chapter of the study.

Research Questions

The research questions guiding this investigation were:

1. How did the participants describe Jerry Sue Thornton's leadership preparation?
2. How did the participants describe Jerry Sue Thornton's experiences as a president in the selected urban community college?
3. How did the participants perceive the interplay of fundraising efforts and Jerry Sue Thornton's other presidential duties and responsibilities?
4. How did the participants describe Jerry Sue Thornton's fundraising strategies?
5. How did the participants perceive race and gender as factors contributing to Jerry Sue Thornton's success in the fundraising world?

Research Design and Rationale

This researcher used a qualitative design using Portraiture which involves the elements of art and science aesthetically as they are closely related and cannot be separated (Lightfoot, 2005). Portraiture's foundations capture the human spirit through art and science. Portraitists believe in the human experience and how those experiences are reflected in a social, cultural, and historical context. The goal of portraiture is to discover universal truths and stories that develop from the complexity of everyday life (Lightfoot, 2005. Lawrence-Lightfoot developed portraiture as a methodology for educational research in her book, *The Good High School* (Gaztambide-Fernández, Cairns, Kawashima, Menna, & VanderDussen, 2011). A sociologist, Lawrence-Lightfoot examined the culture of schools, the broad ecology of education, and the relationship between human development and social change.

The rationale for using a portraiture research approach is that it provided the opportunity for the researcher to listen to the story of the participants. This approach also provided a foundational basis for data collection and analysis, allowing the researcher to organize data around central themes. This portraiture's narrative approach highlights how the primary participant's fundraising leadership patterns can evolve from the interviews. Portraiture merges the systematic and careful description of good ethnography with the suggestive significance of fine literature (Lawrence-Lightfoot & Hoffman Davis, 1997). Lawrence-Lightfoot (2016) described how portraiture differs from other qualitative research, she said, "Another way in which portraiture is distinct from other qualitative inquiries is in its explicit focus on "goodness … And by that, I don't mean that it tries to idealize or romanticize human experience or social reality" (pp. 4, 20). My experience in the community college as an adjunct faculty teaching a

course in genealogy and history allows me the opportunity to continue to enhance my skills in the art of storytelling and interview techniques through the stories of the students.

Lawrence-Lightfoot (2016) also discussed how teaching portraiture's influence and outcomes will allow this methodology to develop, evolve, and to be defined and diversified. This method allowed the researcher for a study of an exploratory nature (Campbell, 2014). The value of qualitative research was also cited by Merriam (1998) also described qualitative approaches to research as "an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible" (p. 5).

According to Lightfoot (2016), traditional qualitative research techniques have four different approaches: narrative; grounded theory; ethnography; and, phenomenology. Using Lightfoot's portraiture approach, this study explores the fundraising strategies of one African American community college president (Lawrence-Lightfoot, 2016).

Narratives allow the researcher to paint a portrait of an individual's life through storytelling, which requires intense listening. Portraiture was selected for this qualitative methodology with a narrative approach for this reason. Portraiture assisted in identifying key themes to inform continuous dialogue on the entire conversation Jerry Sue Thornton's fundraising strategies.

Researcher Positionality

The researcher's education, training, and work experience in the higher education sector uniquely positioned her to be aware of the particular qualitative complexities and subtleties of leadership and fundraising in community colleges. Due to her prior experiences, she was able to appreciate the significance of Dr. Thornton's leadership in fundraising in community colleges.

Accordingly, the depth of the researcher's community college leadership experiences equipped the researcher with the skills to understand what presidents and fundraisers actually do regarding their duties and responsibilities (rather than what she thinks they should be doing). Lastly, her connoisseurship in higher education made it possible for the researcher to tell Thornton's story and interpret the findings through an eyewitness lens.

Family, community, and respect have always been a staple in my life and is at the heart of my upbringing. My value system is rooted in these relationships and has sustained me for all of my young and adult life. Respect and thank you were ingrained in my soul, and family traditions of honoring elders will forever be a part of who I am. Academically, students are at the heart of everything I do. I have always envisioned myself as an integral part of my community, and I serve and lead as such. My community college education and experiences have shaped my entire academic life and career while at Wayne County Community College District (WCCCD). My journey from student to educator and now as a leader has been rewarding, humbling, and exciting, knowing, and understanding how the inspiration for student learning is so important to student success.

I have had the opportunity to immerse myself in higher education in a way I never dreamed of. WCCCD Chancellor Dr. Curtis L. Ivery saw my enthusiasm and provided opportunities for learning and growth in teaching, leadership, and education. Learning from the many scholars at WCCCD continues to shape how I view the world and the community that helped to raise me. I gravitated toward subjects, people, and learning opportunities, and I have never strayed far from my WCCCD first-time student scholarship and financially dependent experiences in the community college. When the opportunity arose for me to obtain a doctoral

degree, to be a part of this program, and to learn from seasoned scholars in the community college whom I had only read about, I jumped at the chance.

Fast forward to today, I have held many positions and always served with excellence in each of my roles. I have carved a special place in WCCCD's educational history as an academic genealogy instructor for the past eight years. Positioning myself within academia, networking with instructors, learning curriculum development, and academic affairs, I created a course never taught at WCCCD. My higher education career has fed my passion for history, storytelling, and preserving legacies. Assisting students to navigate through many obstacles, not just to learn about their ancestors is important. I stand on the shoulders of many past and present educators and understand that, as an African American female in higher education, the anticipation for greatness and excellence exemplifying integrity is expected. Everyone is always watching, especially students. It is my responsibility to be an example for them just as others were and continue to be for me.

This study was important and needed to be told from my perspective – an African American female educator entrenched in an urban community college with experiences and scholarship challenges, telling the story through the lens of the greatness from which the participant's leadership and experience epitomizes. Storytelling is my passion, and the primary participant's journey as an African American female leader and scholar, a journey that solidified her legacy in the community college and higher-education world, is a story to be told. This body of work will contribute to broadening the conversation into fundraising in higher education as a whole.

Fundraising in the community college may be new, but for me, giving to the community and service is not. Four things drive my global view of fundraising in the community college –

communication, collaboration, creativity, and, of course, community. Selecting portraiture as my methodology is akin to my love for research, oral history, storytelling, and creating and leaving a legacy. This is what makes this story, this participant, and this methodology so integral to this study.

Selection of the Participants

The researcher used purposeful sampling to identify primary and secondary participants for this study. As stated by Patton (2005). The primary participant in this study was Jerry Sue Thornton, an African American female president at an urban community college.

Jerry Sue Thornton (the primary participant) was selected for this study at the suggestion of Dr. John E. Roueche because of her distinguished career in higher education and fundraising. Dr. Roueche is one of the most productive and the most recognized community college leader in the history of the community college movement (Roueche, Baker, & Rose, 2014). Opportunities to learn from national leaders is a frequent professional opportunity at WCCCD. One of those leaders whose presence is frequent at WCCCD was Jerry Sue Thornton. Although the researcher never had any direct contact with her before this study, her leadership and success at Tri-C are well-known at the WCCCD.

He is the visionary behind the doctoral program at the University of Texas, Austin for four decades. The Kansas State University College of Education is now home to the John E. Roueche Center for Community College Leadership and the nation's premier doctoral program for aspiring community college leaders. Dr. Roueche and the college will collaboratively chart the future path for community college leadership development with a 21st century-purposed curriculum.

While a student at the John E. Roueche Community College Leadership Doctoral Program, attending the Summer Institute course, Dr. Roueche was seated at the researcher's table during a roundtable discussion of dissertation topics. Everyone at the table provided their dissertation topic ideas. When it was my turn to respond, I asked Dr. Roueche what he thought about fundraising as a study. He enthusiastically informed me that I should complete my study on Tri-C. He further indicated Jerry Sue Thornton would be a great person to interview. He touted her tremendous success in fundraising at Tri-C as a global leader.

After the conversation with Dr. Roueche, my interest in Jerry Sue Thornton's leadership as a president, as well as her tremendous, global fundraising success, increased. It was solidified even more after attending the John E. Roueche Future Leader's Conference that same year. Jerry Sue Thornton was a part of the legacy panel, discussing her journey as Tri-C's president and now in her current role of developing new higher education leaders. She provided words of wisdom for attendees as well as insights into leadership. After this conference, it was confirmed for me Jerry Sue Thornton would be the topic of my study. In the case of the participant, her experiences and expertise are rooted in leadership and fundraising.

The secondary participants consisted of donors, Tri-C Foundation board, Tri- C board members, and organization, community, and business leaders. The secondary participants were assigned pseudonyms to protect their identities, except for Jerry Sue Thornton (Allen & Wiles, 2016). This study drew from that knowledge as an African American female president in an urban community college encompassing her experiences, relationships, coalitions, and community building expertise in fundraising.

The Setting

This section begins with a discussion on the setting where the primary participant worked for 21 years, which was Cuyahoga Community College (Tri-C). Their doors opened to students on September 23, 1963, established by the commissioners in October 1961, and by December 1962, the college was chartered under the leadership of its first president, Dr. Charles E. Chapman. As Ohio's first community college, the first day of registration attracted more than 3,000 students. Facilities were first located in the old Brownell School Building at Brownell Ct. and E. 14th Street in Cleveland. Aided by a levy passed in late 1963, the college expanded to other buildings and began planning a permanent home. The downtown Metropolitan Campus opened in 1966, while the permanent Western Campus in Parma, OH, was built in 1975. The Eastern Campus was opened at Harvard and Richmond roads in Warrensville Township (now Highland Hills) in 1981. Planning for the three campuses was centralized at the district office at 700 Carnegie Avenue.

Tri-C has since grown to become the state's largest college and the largest in the greater Cleveland area with more than 60,000 credit and noncredit students. Tri-C has four modern campuses, two corporate colleges, and additional facilities, such as an advanced technology training center and manufacturing technology center. Tri-C was selected because it was the institution of record of the single participant who was their president.

Vision

Tri-C's vision, as stated on its website, is that Tri-C will be recognized as exemplary teaching and learning community college that fosters service and student success. The college will be a valued resource and leader in academic quality, cultural enrichment, and economic

development characterized by continuous improvement, innovation, and community responsiveness.

Mission

Tri-C's mission, also as stated on its website, is to provide high quality, accessible, and affordable educational opportunities and services—including university transfer and technical and lifelong learning programs—that promote individual development and improves the overall quality of life in a multicultural community (Tri-C, 2019).

Data Collection

Before collecting data with human subjects, the researcher obtained the IRB Collaborative Institutional Training Initiative certificate on November 4, 2018 (Appendix C). Two sources of data collection were employed to conduct the study, interviews, and document analysis.

The Interview

The researcher used semi-structured interviews (Creswell, 2014). The researcher followed Lawrence-Lightfoot's (1997) portraiture guidelines for interviewing to yield useful responses. Portraiture research involved recording informal conversational interviews and creating field notes from naturalistic interview settings. The researcher's role as the data collector primarily focused on interviewing participants. The researcher developed an interview process that was derived from the research questions and the conceptual framework which consisted of 22 questions that appear in Appendix A and B. This allowed the researcher to explore topics in greater detail and allowing the participants the opportunity to share their experience in-depth, giving them the freedom to express their thoughts.

The researcher maintained a reflection journal for observations during the research process. This allowed the researcher the opportunity to review and revisit information as the study was being shaped and defined. The researcher had no idea the impact of a global pandemic called COVID-19 would have such a devastating effect on the world. The Impact of COVID 19 was tremendous and greatly affect the normal process of face-to-face contact.

According to the Center for Disease Control (2020), "Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus." They further stated,

> On February 11, 2020, the World Health Organization announced an official name for the disease that is causing the 2019 novel coronavirus outbreak, first identified in Wuhan China. The new name of this disease is coronavirus disease 2019, abbreviated as COVID-19. In COVID-19, 'CO' stands for 'corona,' 'VI' for 'virus,' and 'D' for disease. Formerly, this disease was referred to as "2019 novel coronavirus" or "2019-nCoV". The virus that causes COVID-19 most commonly spreads between people who are in close contact with one another (within about 6 feet, or 2 arm lengths)." Cases of the deadly pandemic has been reported by the Center for Disease control since January 21, 2020. As of this study in November 2020, the number of cases in the United States is 9,105,230 with 229,932 deaths and still rising.

As part of the interview process, planned visits to observe Tri-C's foundation, development, and president's office were not feasible due to the COVID 19 global pandemic. This was disappointing to the researcher but did not stop the process. The narrative inquiry interview consisted of questions to gather and summarize the participant's experiences, to tell her story to the researcher, and to allow both primary and secondary participants to express their thoughts. These were hour-long semi-structured interviews.

Interview Protocols

The interview protocol used was Castillo-Montoya's (2016) Four-Phase Process to Interview Protocol Refinement (IPR). Castillo-Montoya's model consists of procedures to ensure the alignment of interview questions with research questions; constructing inquiry-based conversations; receiving feedback on interview protocols; and, piloting the interview protocol. A more thorough description of each phase follows:

1. Phase 1: Ensuring the interview questions align with research questions – During this phase, the researcher focused on the alignment between interview questions and research questions. A researcher asked intentional and necessary interview questions because complex experiences do not unravel neatly before the researcher. During the interview process, follow-up questions were asked for clarity.
2. Phase 2: Constructing an inquiry-based conversation – The researcher developing an inquiry-based conversation through an interview protocol that includes: interview questions written differently from the research questions; an organization following the social rules of ordinary conversation; a variety of questions; and, a script with likely follow-up and prompt questions. The researcher used conceptual frameworks to guide the development of the interview questions.
3. Phase 3: Receiving feedback on interview protocols – The researcher obtained feedback on the interview protocol is to enhance its reliability and trustworthiness as a research instrument. Feedback provided the researcher with information about how well participants understand the interview questions and whether their understanding is close to what the researcher intends or expects (Patton, 2015). At the end of each interview, the researcher used member checking to ask concluding questions to check

for validity. After transcriptions were completed the researcher emailed a transcription highlight verification form see Appendix F.

4. Phase 4: Piloting the interview protocol – After the three previous phases, the researcher has developed an interview protocol aligned with the study's purpose, and the questioning is conversational, but also inquiry-driven. The researcher has examined each question for clarity, simplicity, and answerability (Castillo-Montoya, 2016). Again, aligning the interview questions with the conceptual frameworks was used for this process.

The researcher developed specific interview protocols with structured and open-ended questions to allow information from both the primary and secondary participants' interviews to merge. While attempts were made to standardize the interview questions, the researcher modified the questions to meet the role of the participants. The interview questions were derived from the research questions and conceptual frameworks (see Table 3). Primary interview questions appear in Appendix A and secondary interview questions appear in Appendix B.

Table 3.1.

Aligning the Research Questions with Interview Questions and the Conceptual Frameworks

Research Questions	Interview Questions	Conceptual Framework
1) *How did the participants describe Jerry Sue Thornton's leadership preparation?*	1) Please describe your background and how you prepared yourself for leadership? 2) Tell me about any early experiences and or people who influenced your career choice in educational leadership? 3) What is your leadership philosophy?	CASE Fundraising Model
2) *How did the participants describe Jerry Sue Thornton's experiences as a president in the selected urban community college?*	1) Describe Dr. Thornton as a president at Cuyahoga. 2) As president how did she tell the story of Tri-C and energize those around her to have an impact on the college in the community?	CASE Fundraising Model
3) *How did the participants perceive the interplay of fundraising efforts and Jerry Sue Thornton's other presidential duties and responsibilities?*	1) How did Dr. Thornton interplay fundraising efforts and with her other presidential duties and responsibilities?	Indiana University Foundation Business Model
4) *How did the participants describe Jerry Sue Thornton's fundraising strategies?*	1) As President, what was her fundraising strategies? 2) Tell me how Dr. Thornton changed the perceptions and focus on community college fundraising? 3) What strategies did she use to secure public and private fundraising support? 4) What strategies did she use in securing and maintaining major donors? 5) How do you perceive she built fundraising support? 6) What strategies did she use to create lasting relationships with individuals, stakeholders, alumni, corporations, foundations, and businesses?	Indiana University Foundation Business Model CASE Fundraising Model

5)	*How did the participants perceive race and gender as factors contributing to Jerry Sue Thornton's success in the fundraising world?*	1) How do you perceive race and gender as factors in the fundraising world? 2) Do you know the extent to which Dr. Thornton experience challenges or roadblocks because of race and gender?	Indiana University Foundation Business Model

Document Review

Data was collected by reviewing public documents, materials personally obtained from Jerry Sue Thornton, the Tri-C Foundation website, and other public sources such as newspapers in the Cleveland, Ohio area. Additional resources were obtained by contacting the Tri-C Foundation office for printed brochures, photos, newsletters, pamphlets, and Tri-C internal documents. Also, Tri-C's general website with resources that were examined for information about the college's fundraising activities. These documents and archived materials were useful in determining Tri-C's approach to fundraising and the resources the institution put forth toward that effort.

Data Analysis

The researcher used a three-phase process to conduct the data analysis process. Phase one consisted of aligning the information consistent with the Portraiture principles. Phase two consisted of organizing the data thematically through an alphabetical chart see Table 20. Phase three included coding the data for emergent themes.

Phase One: Aligning the Methodology

The researcher employed the portraiture methodology for the data analysis which consisted of the following steps which were adapted from Lawrence-Lightfoot and Hoffman Davis' (1997). *Art and Science of Portraiture.* The authors explained voice in portraiture. The

data analysis approach was informed through the lens of explanation and illustration, as Lawrence-Lightfoot explained the use of voice and how it is distinctively used in portraiture:

1. Voice as a witness – Allows the portraitist to see through new eyes, with the ability to speak on things unnoticed through the backdrops of human experience. The researcher as a perceptive witness was able to listen for emergent themes as the participant described her leadership strategies and the role of president and her personal experience at Tri-C.
2. Voice as interpretation – Allows the portraitist to make sense of the data. The researcher accomplished this by listening to the primary participant's understanding and interpretations and extracting themes from the secondary participant's interviews alphabetically see Table 20.
3. Voice as preoccupation – Allows the portraitist to shape assumptions through observation, inquiry, and reflection – what is seen and how it is interpreted. The researcher observed the primary participant reflects on her leadership, strategies, and successes at Tri-C. This allowed the researcher the primary participant as a leader, an African American woman, and a major fundraiser.
4. Voice as an autobiography – Allows the portraitist to reflect on the story, bringing forth the familial, cultural, ideological, and educational experiences and shaping the developmental and autobiographical experiences. The researcher listens as the primary participant life story emerges, while she provided a narrative of her life from a young child through her years as president at Tri-C, as she expressed events that shaped her life.

5. Voice discerning other voices (listening for voice) – Allows the portraitist to bring forth both the message and meaning by capturing texture, tone, and gestures and by seeking understanding through conversation. The researcher observed the primary participants' expressions, changes in voice, and excitement in particular when reflecting on her experiences as a leader at Tri-C and how her leadership played a major role in student success and advancement.
6. Voice in dialogue – Allows the portraitist to chronicle the developing relationship, the interviewee, and allowing the reader to capture the researcher's methodology, questions, interpretations, and interventions. The researcher was able to capture the richness of the interview, allowing the researcher to record actual first-hand accounts of the primary participant's life in her own words recording all that she hears and sees. In the process of developing a portrait, the researcher is a discerning observer "distanced from the action" (Lawrence-Lightfoot & Homman Davis, 1997, p. 87).

As described by Lawrence-Lightfoot, the art and science of portraiture is not a solo endeavor, but a duet. Portraiture attempts to capture and understand the specifics, the nuances, the details contained within a gesture, a voice, an attitude of the human experience to develop a narrative that is a comprehensive, holistic portrait that is both an active revelation of a story and the human voice of that story (Lawrence-Lightfoot & Hoffman Davis, 1997).

Lawrence-Lightfoot stated there is a subtle though crucial difference between listening to a story and listening for a story (Welty, 1984). Lawrence-Lightfoot and Hoffman Davis (1997) suggested the development of relationships is critical to portraiture because, through relationships, "… access is sought and given … trust built, intimacy negotiated, data collected,

and knowledge constructed. Relationships are never static – they are dynamic, evolving, and fluid" (p. 135).

Developing a relationship with each interview participant was important. Using my experience as a historical researcher and storyteller, I adopted Lightfoot's suggestions to develop a dialogue with each participant. I established an interview climate that was friendly and established a genuine rapport. Throughout the interview process, I asked thought-provoking questions in a conversational tone, while being respectful of the participant's time. In particular with the secondary participants in discussions regarding their relationship with Jerry Sue Thornton's leadership. Their responses to the interview questions were very honest and candid. The secondary participants did not hesitate to share the fundraising strategies of Jerry Sue Thornton through their collective many years of working with her on various levels of fundraising at Tri-C.

As stated by Lightfoot's use of voice, it was important for the researcher to capture the true essence of the participant's interviews, actively listening, so they knew the researcher was listening to their responses to the interview questions. The secondary participants' voices as dialogue allowed the researcher to understand Jerry Sue Thornton's fundraising strategies as they discussed their developing relationships. Some of the secondary participants knew her for many years and others for a shorter timeframe. Each secondary participant was able to paint a portrait of who she was as a fundraising leader based on these relationships. Their conversations were also engaging using voice as witness, providing a front-row view of the primary participant's leadership and fundraising strategies.

Phase Two: Organizing the Data

Organizing the data using vivid portraits and parables, Lawrence-Lightfoot captures the dynamics and complexities of relationships, using the analogy of voice in the art of storytelling (Lawrence-Lightfoot, 1997), she describes this analogy as follows:

1. Describe the Whole – The first step of this process was to understand how portraiture allows a researcher to listen *for* a story, not just *to* a story (Lawrence-Lightfoot & Hoffman Davis, 1997). The researcher accomplished this step-through in-depth, video-based interviews and narrative inquiry as the researcher captured the lived experiences of the subject to learn the successful strategies she used as president and major fundraiser at Tri-C. The researcher interviewed a variety of secondary participants to add validity to the narrative as these sources reflected upon Thornton's leadership role at Tri-C as authentic and convincing. Portraiture, however, seeks to uncover the "goodness" within a research subject or site as the method highlights "strengths, competencies, and insights" (Lawrence-Lightfoot & Hoffman Davis, 1997, p. 141).
2. Establish Perspective – The next step in the data collection and organization process was to establish a narrative through intentional representation to capture the essence of the participant's first-person perspective, detailing and creating an account of her life. Through this narrative, the researcher learned the complexities, dynamics, and intricacies of the primary participant's experiences through interview questions categorized by life events, successes, challenges, leadership philosophies, and personal and professional aspects. By witnessing the actions and emerging themes of the primary participant's perspective of the story being told, the researcher carefully

and consciously composed a portrait of the subject artistically. The primary participants were able to establish perspectives through the interviews and reviewing the various documents provided, allowed the researcher to gain information to acknowledge the phenomena of the primary participant's life.

3. Secondary Participants Perspectives - Through these 16 narratives, the researcher learned the intricacies and details of the secondary participant's experiences with the primary participant through interview questions categorized by leadership, fundraising success, strategies, and legacy. Secondary participants had a range of perspectives from early life, through high school, college, and professional life and career.
4. Define Context – The next step required establishing the setting of the subject's story. The researcher could not physically experience the physical, geographical, and cultural places where the subject's Tri-C leadership and fundraising success took place due to the COVID 19 pandemic. As described in the section on the setting, the researcher sought to learn about the context of the primary participant's leadership through various document reviews such as the Tri-C website, photos, foundation documents and newsletters, Tri-C internal documents, newspapers, and brochures.
5. Describe Relationships – Next, to establish relationships the researcher was thoroughly prepared as she communicated with the participants using a variety of methods (i.e., phone, email, social media) and to establish relationship protocols. To sustain the relationship, rapport and reciprocity were enhanced. The researcher understood the need to be ready for a sudden transformation in the discourse as the subject may guard the relationship with care and dignity, which could lead to an

unanticipated rapport. Through this relationship, the researcher encouraged the subject to express and contribute her strengths, competencies, and insights into the narrative. Guided by Lightfoot's description of relationships, the portraitist views relationships as fundamental to self-understanding, to mutuality and validity, and the development of knowledge. The secondary participants had different relationships with the primary participant in providing varied interpretations based on their relationships through various organizations, communities, Tri-C, and the foundation board. Each of the 16 secondary participants painted a portrait from their own different personal and professional relationships in the form of donors, Tri-C Foundation board, Tri- C board members, and organization, community, and business leaders. Those roles informed the information they shared about the primary participant. As stated by Lightfoot (1997), "We see relationships as more than vehicles for data gathering, more than points of access. We see them as central to the empirical, ethical, and humanistic dimensions of research design, as evolving and changing processes of human encounter." (http://www.saralawrencelightfoot.com/relationship.html)

6. Describe Emergent Themes – This step required the researcher to interpret, analyze, and aesthetically order the data collected using the following five portraiture methods to synthesize, converge, and contrast the narrative (Lawrence-Lightfoot & Hoffman Davis, 1997).

- Listening for repetitive refrains and their frequency to form a collective expression.
- Listening for metaphors and symbolic expressions to reveal how realities are experienced.

- Listening for themes expressed through cultural and institutional consistency.
- Using triangulation to weave together the threads of data converging from a variety of sources.
- Explain the Aesthetic Whole – The final step in the process was to weave all the previous steps into a consistent and colorful story into four dimensions – conception, structure, form, and cohesion. The researcher identified the overarching story with strong elements and structure, develop an overarching vision through insight and aesthetic into the participant's story.

In summary, I employed the use of Lightfoot's emergence theme methodology to analyze the interviews. The ultimate goal for the researcher was to achieve the ultimate interpretation and comprehension for the reader with the gift of a final portrait into the life of the subject.

Phase Three: Coding

Portraiture is the framework that the researcher used for coding the participant's comments to capture the essence of Jerry Sue Thornton's fundraising strategies. For the narrative analysis process, this approach was used in interviews to analyze the story and to look for insights and meanings, comparing and contrasting different phrases and words used in the story in a search for alternate interpretations. Narrative coding looked for a connection between the story and the study in an insightful manner.

The participants' data was read for the initial impression and then reviewed and read again for the labeling of phrases, themes, and words to be organized by participants' responses to the interview questions. The identified actions and activities were then coded and indexed after a series of coding processes (Saldaña, 2015). This multiple coding series resulted in the 12 major themes and an additional 84 broader themes.

To further ensure the accuracy of the process, 12 prevalent themes were identified and explained as validation extracted from the 16 secondary participants' interviews and aligning them with Jerry Sue Thornton's fundraising strategies. These 12 major themes were:

1. Leadership – Worked closely with each participant with a strategy to meet the needs of the Tri-C Foundation.
2. Visionary – Planned and was a visionary for the future.
3. Mentor –Trusted advisor for Tri-C and the Foundation.
4. Collaborator – Created joint opportunities for the foundation.
5. Business Leader – Enhanced strategies and impactful in the business community.
6. Dedicated – Devoted to the task of student success at Tri-C
7. Fundraising Master – Skilled and proficient strategies for raising funds.
8. Transformational – Inspired, encouraged, motivated, and innovated.
9. Trustworthy – Truthful and honest.
10. Global Leader – Global strategic thinker, humble, and self-aware.
11. Loyal – Supportive, steadfast, and faithful.
12. Genuine – Authentic, sincere, and real.

Throughout the coding process, the researcher listened for relevant and consistent themes in answers to the interview questions. The researcher then looked for information in thoughts and expressions using underlining and number-coding.

In consideration of the coding process, in selecting a tool for the coding process. The researcher sampled several transcription software programs for the primary and 16 secondary participant interviews, including Rev.com, Google.doc Voice, Express Scribe, Otter.ai, and Sonix.ai. Although this software is highly rated, they did not provide the level of precision the

researcher felt was warranted to accurately depict Jerry Sue Thornton and the secondary participant's feelings in words. Instead, the researcher purchased Hyper Transcription 1.6.1, a software program that allowed the researcher to upload the media file, listen, and retype one sentence at a time. The researcher found this method of recalling and typing the transcript more exact and a true representation and interpretation of the interviews, therefore personal transcription was used for this study.

Coding is an almost universal process in qualitative research; it is a fundamental aspect of the analytical process and how researchers break down data to make something new. "Coding is the process of analyzing qualitative text data by taking them apart to see what they yield before putting the data back together in a meaningful way" (Creswell, 2015, p. 156). Narrative research systematically codes individual differences in how participants describe crucial events in their lives and to understand the extent to which these events create meaning and purpose (McAdams, 2008).

As a researcher, I wholeheartedly saw myself reflected in each of the participants because of my experiences in the community college, as a community leader and fundraiser for the organization internally and externally. During interviews, we shared stories about my experiences with leadership, fundraising, and a historical portrait of myself. Sharing personal stories helped me to establish a rapport, trust, and progression of the conversation and to clarify a point of reference or understanding. To honor each participant's narratives, each was transcribed in the first-person, as they shared information with me during the interviews. These 16 secondary participants' interviews also helped to give meaning to the methodology of portraiture as the interviews, individually and collectively, addressed and practice portraiture's six elements.

During the interviews, the researcher was able to use each of the portraiture elements as the interviews told their collective stories. As Lawrence-Lightfoot (1997) stated

> The methodology of Portraiture is oriented toward an exploration of 'goodness' as defined by participants, instead of diagnosing or imposing pathologies as defined by the researcher. Listening for repetitions in views; listening for resonant metaphors and symbolism through experiences; listening for cultural traditions vital for organizational cohesion; fluid triangulation between multiple data sources; and portraying patterns as seen through the narratives of the participants.

While I employed the selected conceptual framework and portraiture principles to interpret the data, I remained open to listening to participant's comments regarding fundraising perspectives that were not discussed in previous research. I felt that this open-minded approach might open opportunities to hearing different perspectives on fundraising strategies in the literature. Using Saldaña's (2015) coding guide, I employed a six-step coding process to analyze the data:

1. Transcribed the participants' interviews.
2. Created one composite document which contained all 17 participant interviews.
3. Created separate documents for each participant interview.
4. Identified 12 major themes based on the frequency of comments contained in the composite document.
5. Conducted a second review to identify additional themes from the analysis of comments, which resulted in 84 broader themes.
6. Extracted the second level themes and alphabetized them into a chart highlighting Thornton's fundraising strategies which established the portrait.

This six-step coding process provided the opportunity for the researcher to examine the data to identify Jerry Sue Thornton's fundraising strategies. All of the participant's comments were read for the initial impression and then reviewed and read again to label phrases, themes, and words to be organized by the participants' responses to the interview questions. The identified actions and activities were then coded and labeled after a series of coding processes (Saldaña, 2015). This multiple coding series results in the development of 12 major themes and 84 broader themes. Throughout the coding process, the researcher listened for relevant and consistent themes to answer the interview questions. The researcher then looked for information in thoughts and expressions which consisted of the frequency of the comments made by participants.

Ethical Considerations

The ethical considerations of this study were primarily addressed through the Kansas State University IRB process. The IRB was approached to approve this study and the associated methodology. In the IRB application, the potential risks to the participant associated with this research were described as minimal as the researcher was asked in advance that interviews be conducted in a safe environment. Additionally, the researcher completed the mandatory training for Behavioral Research Investigators via the Collaborative Institutional Training Initiative (Appendix C).

Trustworthiness and Rigor

This study used a combination of analysis techniques to ensure the credibility and trustworthiness of the research. These techniques included member checking, triangulation, and the use of the theory of connoisseurship. The remainder of this section describes this process.

Member Checking

Using member checking after each interview allowed the interview subject to check for the validity, accuracy, and completeness of the interviews while ensuring the participant's words were correctly captured and verifying the participant's information, feedback, validation, and appropriateness (Morse, Barrett, Mayan, Olson, & Spiers, 2002). During interviews, the researcher restated or summarized information for the participant and checked the validity of statements for accuracy through questioning. Participants either agreed or disagreed that the summary provided reflected their views, feelings, and experiences, and if accuracy and completeness were affirmed, the study was then said to have credibility (Creswell 2007; Lincoln & Guba, 1985). Whether the member checking occurs simultaneously during the interview or near the end of the project, the process is not without fault. However, they served to decrease the incidence of incorrect data and the incorrect interpretation of data with the overall goal of providing findings that are authentic (Creswell, 2007).

Lincoln and Guba (1985) believed another kind of member checking occurs near the end of the research project when the analyzed data and reports are given to participants to review for authenticity. The primary participant checked to determine whether a true and authentic representation of what she conveyed was made during the interview. Member checks involve sharing all findings with all participants, allowing them to critically analyze and comment on the findings (Creswell, 2007). The opportunity to member check with participants was beneficial to all parties in such a way that ensured methodological quality control (Harper & Cole, 2012).

Triangulation

The method of data source triangulation was used for this study. The researcher used utilized different data sources within the same method. The researcher collected different

perspectives about Thornton's fundraising strategies by interviewing the primary and secondary participants, each of whom provided information and their perspective on the primary participant in a public setting (Creswell, 1998).

The researcher analyzed the documents, 17 interview responses –saturation was reached through thematic analysis as the researcher began to see reoccurring themes. Data saturation can be attained in several methods; however, a researcher should keep in mind the importance of data triangulation (Denzin, 2009, 2012). Data that was obtained through relevant data collection provided the researcher with a process that accompanied the research design and allow the best opportunity to answer the research questions.

Using triangulation, different source data—from face-to-face (Zoom technology) interviews to stories published about the study's participant to how donors' names appear on plaques or in scholarship listings—assisted in maintaining the integrity of the data (Creswell, 2007). The drawing of themes through triangulation ensured the researcher used various tools of data collection and utilized points of convergence that arose out of layering of data from different lenses (Lawrence-Lightfoot & Hoffman Davis, 1997). The researcher began the interview with a guiding set of questions from previous experiences, literature reviews, and conceptual knowledge. Self-reflective critique helped to increase awareness of the fundraising field and allowed the researcher to open her eyes, mind, and heart to record the reality of the participant's experiences (Lawrence-Lightfoot & Hoffman Davis, 1997).

Following each interview, they were transcribed and shared with the secondary participants to ensure transcripts were accurate and to encourage additional information from the secondary participants. From this process, each of the 16 secondary participants approved their interviews for use in this study.

Upon approval of all transcripts, the researcher reviewed all transcripts for common themes into Jerry Sue Thornton's leadership and/or fundraising role. From this coding process, 84 broader themes emerged based on the frequency of mention either between or among all 16 secondary participants' interview transcripts (Tables 5-20). The participants' data was read for the initial impression and then reviewed and read again for the labeling of phrases, themes, and words to be organized by participants' responses to the interview questions. The identified actions and activities were then coded and indexed after a series of coding processes (Saldaña, 2015). This multiple coding series resulted in the 12 major themes and an additional 84 broader themes. Throughout the coding process, the researcher listened for relevant and consistent themes in answers to the research questions.

The researcher analyzed the documents, 17 interview responses –saturation was reached through thematic analysis as the researcher began to see reoccurring themes. Data saturation can be attained in several methods; however, a researcher should keep in mind the importance of data triangulation (Denzin, 2009, 2012). Data that was obtained through relevant data collection provided the researcher with a process that accompanied the research design and allow the best opportunity to answer the research questions.

Data source triangulation was most useful in validating the qualitative data and allowed evidence to be established from confirming themes among the secondary participants. To further ensure the accuracy of the process, 12 most prevalent themes were identified as validation from the 16 secondary participants interviewed identified as validation from the 16 secondary participants' interview on Jerry Sue Thornton's fundraising strategies.

Triangulation was accomplished through member checking and data analysis. Using member checking after each interview assisted the researcher at the end of the interview

participant to check for the validity, accuracy, and completeness of the interviews while ensuring the participant's words were correctly captured and verifying the participant's information, feedback, validation, and appropriateness (Morse et al., 2002).

Data source triangulation was most useful in validating the qualitative data and allowed evidence to be established from confirming themes among the secondary participants.

Researcher Bias

The researcher believes fundraising is essential in the development of the community college and that the president plays an integral role as the driving force behind a college's fundraising success. It is with these assumptions and preconceived notions that the researcher approached this investigation. The researcher with experiences in the area of study must be sure to keep their perceptions and beliefs separate from those of the participant

The impact of this study means that many more individuals could have been interviewed. The researcher purposefully limited the interviews to members of the Tri-C Foundation, business, community, and staff. Database searches were conducted using keywords; scholarly peer-reviewed literature was considered for inclusion in this study. Protecting participants included confidential record-keeping. I used pseudonyms in coding data and keep coding keys separate from transcriptions. This documentation also provided a research audit trail. Data storage is kept in a secure location on a local private and secure hard drive which is password protected.

Stake (2010) notes that "all researchers have biases, all people have biases, all reports have biases, and most researchers work hard to recognize and constrain hurtful biases" (p. 164). Fortunately, in this instance, due to the researcher's familiarity with the subject, she is better equipped to conduct interviews, interpret answers to questions, and parse out themes.

It is important to recognize the specific attitudes the researcher has concerning fundraising in the community college, which could contribute to preconceived notions the researcher has about the topic. Creswell (2007) noted that "researchers are the ones who gather the information. They don't usually rely on questionnaires or instruments developed by other researchers" (p. 38).

The Theory of Connoisseurship

The word connoisseurship comes from the Latin *conserve*, to know (Eisner, 1998). It involves the ability to see, not merely to look. To do this, one must develop the ability to name and appreciate the different dimensions of situations and experiences and the way they relate one to another (Stufflebeam & Coryn, 2014). Elliot W. Eisner describes connoisseurship as follows:

> Connoisseurship is the art of appreciation. It can be displayed in any realm in which the character, import, or value of objects, situations, and performances is distributed and variable, including educational practice (Eisner 1998, p. 63).

The researcher's background as a historian, genealogist, and expert researcher, coupled with my over 18 years of experience in the community college, has provided me the connoisseurship skills and proficiency required to step into the role and take on the characteristics of connoisseurship for this study. The research has the knowledge, communication, chronological reasoning, and critical literacy skills for evaluating and analyzing documents to construct a meaningful account of a portrait further validates the researcher's connoisseur skills for this study.

Connoisseurship is the skill the researcher must possess to conduct Elliot Eisner's arts-based methodology of educational criticism which assisted her in understanding and appreciating the knowledge and scholarship that Jerry Sue Thornton brought to the college leadership and

fundraising field as an expert. The researcher's connoisseurship helped her to look, see, and understand the complexities, challenges, and successes expressed through Jerry Sue Thornton's interview as the CEO and major fundraiser at Tri-C, with a wealth of global experience adding her expertise to the leadership knowledge-base.

Opperman says, "Seeing cannot be separated from knowing." The connoisseur arrives at the truth by looking at the object, always utilizing all other sorts of knowledge (p. 12). According to Opperman (1990) says, "Connoisseurship differs from other, more purely theoretical approaches in its insistence that all hypotheses must constantly be tested against the reality. According to Grassi, (2018), he is discussing Eugene Thaw's comment that you are born with "a good eye," but, as with any talent, "it has to have exercise." Therefore, if you are born with a good eye, it must be practiced.

Zerner (1982), claims that connoisseurship is the foundation of art history. Art history relies on the written word and strays from visual cues. Zerner believes we must change this if we want to get something out of our "visual legacy."

Connoisseurs simply need to appreciate what they encounter. As a community college leader and seasoned historian with a researched background, provided an excellent opportunity to showcase how becoming a connoisseur of this study was evident through this process. Critics, however, must render these qualities vivid by the artful use of critical disclosure (Eisner, 1985). Creswell (2007) reminds qualitative researchers that what they represent in their writing can impact not only study participants, but also the researcher. The researchers possess connoisseurship skills through experience with an understanding of the significance of the leadership strategies of this study's portrait.

Summary

This study explored the fundraising strategies of one African American female president at an urban community college. This chapter introduced the research design, the researcher's positionality, and the researcher's bias, the selection of the participant, and interview protocols. The setting was identified along with the data collection methods, individual interviews were conducted, document review, data analysis, and organizing the data was completed. Coding was thoroughly completed categories/themes that were established. Ethical considerations, trustworthiness and rigor, member checking, triangulation, and finally the theory of connoisseurship was established.

The contents of the chapter included the research design. The researcher's positionality, researcher's bias, selection of the participant, interview protocols, the setting, data collection methods, individual interviews, document review, data analysis, organizing the data, how coding was done, how the categories/themes were established, ethical considerations, trustworthiness and rigor, member checking, triangulation, and the theory of connoisseurship.

Chapter 4 includes the study's findings, including relevant excerpts from both primary and secondary participant interviews as they relate to the research questions and the development of themes that arose from the data analysis, organizing the data, and thematically coding.

Chapter 4 - Findings

Chapter Overview

The purpose of this qualitative study was to explore the fundraising strategies of one African American female president at an urban community college. The study utilized a qualitative research method, portraiture, an approach that blends art and science by combining the empirical aspects of inquiry with beauty and aesthetic properties.

The data collection process included interviews and document review. This involved an interview with the primary participant, Jerry Sue Thornton, interviews with 16 secondary participants, and a review of documents from Tri-C and the Tri-C Foundation.

This first section of this chapter consists of an overview of the study, explaining the purpose statement, research design, and research questions. The second section of this chapter displays findings in the following format: a profile of the primary participant, profiles of secondary participants, the interview process, a self-portrait of Jerry Sue Thornton, and concludes with portraits as described by the secondary participants.

Overview of the Study

The purpose of this study was to explore the fundraising strategies of one African American female president at an urban community college. The research questions that guided this investigation were: 1) How did the participants describe Jerry Sue Thornton's leadership preparation? 2) How did the participants describe Jerry Sue Thornton's experiences as a president in the selected urban community college? 3) How did the participants perceive the interplay of fundraising efforts and Jerry Sue Thornton's other presidential duties and responsibilities? 4) How did the participants describe Jerry Sue Thornton's fundraising

strategies? And, 5) How did the participants perceive race and gender as factors contributing to Jerry Sue Thornton's success in the fundraising world? This qualitative study used portraiture as the research methodology.

Presentation of Findings

This section provides an overview of the researcher's interview with Jerry Sue Thornton and 16 secondary participants.

Primary Participant Profile

Jerry Sue Owens Thornton is the daughter of a farmer and coal-miner from Kentucky. After high school, she continued her education, earning her bachelor's and master's degrees from Murray State University in Kentucky. She then attended Northern Illinois University and eventually earned her Doctorate in Educational Administration from the University of Texas at Austin in 1983. She attended Harvard University's Institute for the Management of Lifelong Education in 1988. She eventually was elected as the President of the American Federation of Teachers. Thornton became president of Lakewood Community College (now Century College) in White Bear Lake, MN. Tri-C made history by hiring Thornton as its first African American female president in 1992, where she served with distinction until her retirement in 2013. Upon her retirement, she was named President Emerita of Tri-C.

Thornton's time as Tri-C's president was a period marked with significant institutional growth and development. During her tenure, enrollment grew 40%, she led $300 million worth of renovation and construction projects, and the Tri-C Foundation's endowment increased from $1.3 million to $40 million. Her success with corporate boards reflected her ability to build relationships and to attract leadership and resources to accelerate the Tri-C Foundation's achievements.

With assistance from the Tri-C Foundation board, Thornton secured additional resources and revenue for the college. Her first event as president was to host an inaugural Presidential Scholarship Luncheon, which, through invited community members, raised $45,000 for student scholarships. The Tri-C Foundation established the Dr. Jerry Sue Thornton Scholarship Fund to recognize President Thornton's superb leadership and dedication to the Tri-C Foundation, Tri-C, its students, and the college community.

Throughout her professional career and at the time of this writing, Thornton has provided service to several business and professional boards of directors. She served as co-chair of the 21st Century Commission on the Future of Community Colleges, on the board of visitors of the Marine Corps University, and the Community College Advisory Board of Dynamic Campus, among others. Her local community service included board memberships across northern Ohio and the Cleveland region, including the Rock and Roll Hall of Fame, the United Way of Greater Cleveland, the Tri-C Foundation, Playhouse Square, a hospital, a museum, and membership on several corporate boards, including those of Applied Industrial Technologies, Inc., National City Bank, and National City Corporation, Bridgestreet Worldwide, Inc., Republic Powdered Metals, Inc., American Family Insurance, FirstEnergy Corporation, Office Max, Barnes and Noble Education, Inc., and Parkwood Corporation.

Her numerous awards and honors include four honorary doctorates – from the College of St. Catherine, Youngstown State University, Baldwin Wallace University, and Cleveland State University. She was inducted into the Ohio Women's Hall of Fame and awarded the American Council on Education Fellows' Mentor of the Year Award, the 2014 American Association of Community Colleges' Community College Leadership Award, Diverse Champions Award by Diverse: Issues in Higher Education, and the Dr. Martin Luther King, Jr., 2014 Community

Service Award for Outstanding Achievement. In 2013, she was named among the "Top 25 Women in Higher Education" by Diverse: Issues in Higher Education. In 2018, she received the City of Cleveland's Heritage Award, and, from First Tee of Cleveland, the Del de Wendt Award.

Currently, Jerry Sue Thornton is an advocate for community colleges across the country. Through her company, Dream/Catchers Educational Consulting Services, she provides leadership coaching and professional development for newly selected leaders in higher education. Thornton's philosophy is to pay it forward by preparing leaders today for tomorrow's presidency (Barnes & Noble College, 2018).

Jerry Sue Thornton is a sought-after leader both nationally and internationally. She has conducted presentations in Poland, the United Kingdom, the Netherlands, Puerto Rico, Canada, Jordan, the Virgin Islands, and in Colorado, Texas, and Kansas, among other states. Thornton served as Tri-C's president from 1992 to 2013, a period marked with significant institutional growth and development at the college. During her tenure, she acted as an advocate for community colleges across the country.

Secondary Participant Profiles

This section of the study represents the descriptions of the 16 secondary participants. They served diverse roles in the life and career of Jerry Sue Thornton. Some identified as a direct report of Jerry Sue Thornton, some were long-serving college or foundation board members, some were close friends of Jerry Sue Thornton since childhood, some were community members who worked with Jerry Sue Thornton on college initiatives, and others were former staff members who worked with Jerry Sue Thornton on fundraising initiatives. Given the extent of the backgrounds among the pool of secondary participants, some had no experience with Jerry Sue Thornton in either her college leadership or fundraising roles, therefore, not all secondary

participants were asked all interview questions. Secondary participants were given the choice either to conduct interviews by telephone or zoom. The backgrounds of secondary participants and their relationship to the primary participant were identified from several different sectors as follows –

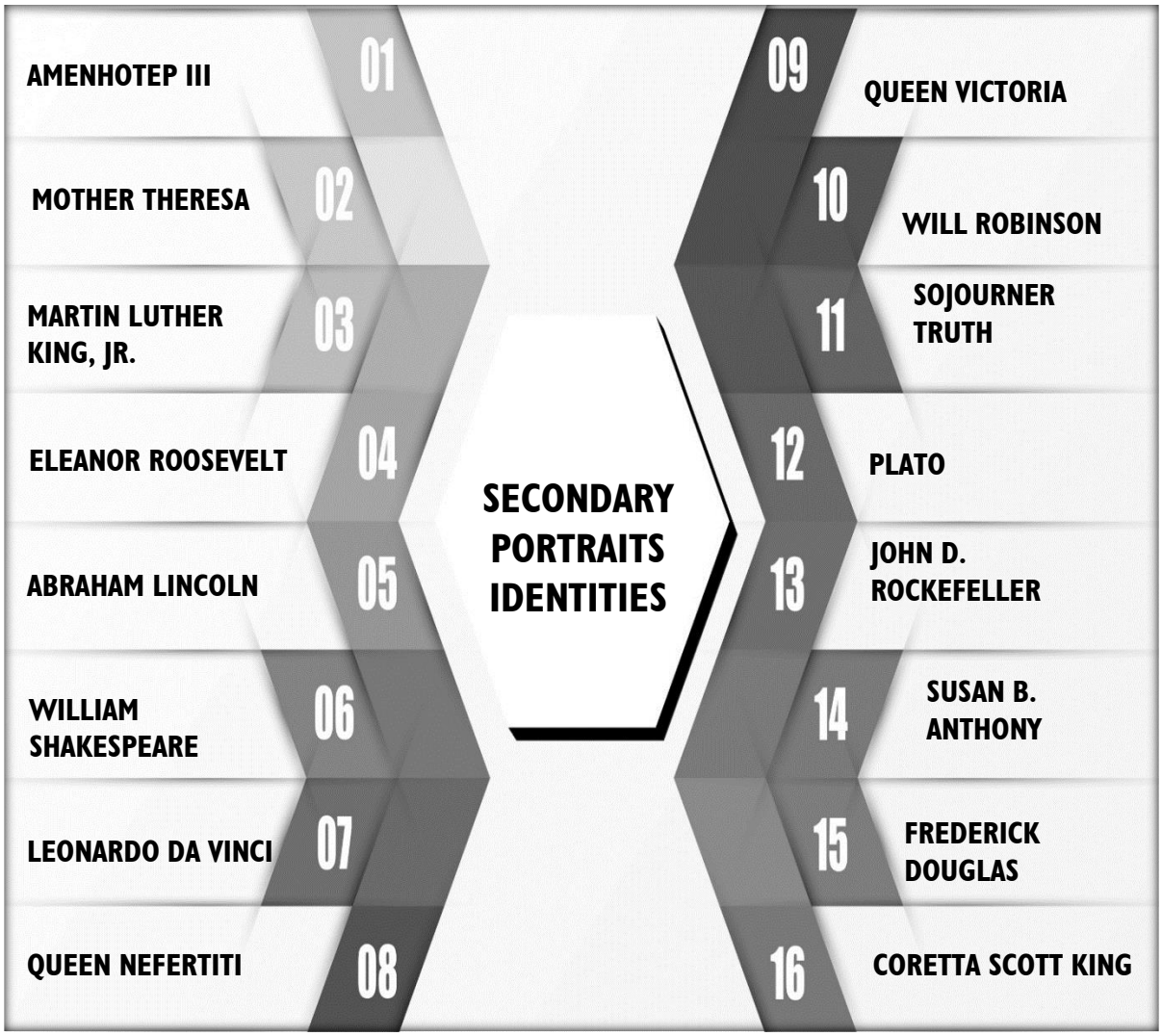
- *Foundation* – Tri-C Foundation board members who served on the board during Thornton's tenure and who spoke directly to her leadership.
- *Donors* – Tri-C's business community is active in the college's progress. At the suggestion of Thornton, one secondary participant was a donor.
- *Leadership Colleagues* –Thornton has a vast network of colleagues nationwide. This category included several colleagues.
- *Business and Industry* –Thornton built long, lasting relationships within the business community. One secondary participant interview was conducted with a representative from the Tri-C business community.
- *Community Partners* – Tri-C's community partners are vast and an integral part of the student learning environment. This interview was with a community partner.
- The 16 secondary participants' relationships with Thornton are described below:
- *Amenhotep, III - Participant 1* - He is affiliated in the business community to the Tri-C Board and Foundation.
- *Mother Theresa - Participant 2* - She is a longtime colleague affiliated with the foundation at Tri-C.
- *Martin Luther King, Jr. - Participant 3* - He is affiliated with Thornton as a colleague at Tri-C.

- *Eleanor Roosevelt - Participant 4* - She is associated with the Tri-C Foundation and with Thornton.
- *Abraham Lincoln - Participant 5* - He is closely affiliated with the Tri-C Foundation.
- *William Shakespeare - Participant 6* - He is affiliated on a professional level through outside organizations with Thornton.
- *Leonardo da Vinci - Participant 7* - He is affiliated with the Tri-C Foundation.
- *Queen Nefertiti - Participant 8* - She is affiliated with Tri-C from the business community.
- *Queen Victoria - Participant 9* - She is affiliated through business and community connections with Tri-C.
- *Will Robinson - Participant 10* - He is affiliated through a longtime educational and professional organizations with Thornton.
- *Sojourner Truth - Participant 11* - She is affiliated with educational and professional organizations related to Thornton.
- *Plato - Participant 12* - He has a longtime affiliation, both professionally and academically, with Thornton.
- *John D. Rockefeller* - Participant 13 - He is affiliated through community partnerships with Tri-C.
- *Susan B. Anthony - Participant 14* - She is affiliated with the Tri-C. Foundation.
- *Frederick Douglas - Participant 15* - He is affiliated through community organizations with Tri-C.
- *Coretta Scott King - Participant 16* - She is affiliated through community organizations with Thornton.

Historic names were used to protect the identities of the secondary participants. Figure 9 displays the names used to identify the secondary participants.

Figure 4.1.

Secondary participant profiles (historic identities).



Presentation of Findings Using Portraits

This section provides an in-depth portrait of Jerry Sue Thornton based on the researcher's interview.

Overview of the Interview process

The researcher used open-ended questioning techniques to gather data, which is more reliable and effective when gathering both beliefs and data (Fontana & Frey, 2000; Gorden, 1987). The open-ended technique added precision and reliability to the data-collection process. Working with each interview participant, adequate time was allowed for the interview process. The researcher explained to the participant the use and form of the research methodology, portraiture, to tell the story of the participant (Lawrence-Lightfoot, 1983).

Self-portrait of Jerry Sue Thornton

The interviews conducted with Jerry Sue Thornton were enlightening, educational, and honest. The true essence and understanding of Jerry Sue Thornton's words as described by her during three consisted of a total of three zoom interviews in May and June 2020, the transcriptions of which totaled more than 50 pages.

The process of interviewing Jerry Sue Thornton was conducted in several Data Analysis using Zoom technology, a web-based video communications software tool. The researcher purchased a monthly subscription for recording interviews. As a result of the national outbreak of COVID 19, many educational institutions and businesses closed limiting public contact. Conducting face-to-face interviews was not feasible for this study. According to the Centers for Disease Control and Prevention (CDC, 2020):

> On February 11, 2020, the World Health Organization announced an official name for the disease that is causing the 2019 novel coronavirus outbreak, first identified in Wuhan China. The new name of this disease is coronavirus disease in 2019. COVID19 is highly contagious. The virus that causes COVID-19 is thought to spread mainly from person to

person, mainly through respiratory droplets produced when an infected person coughs, sneezes, or talks.

Once the Institutional Review Board (IRB) approval was secured, the initial interview with Jerry Sue Thornton consisted of getting to know each other to establish trust and reliability. General questions about her life, childhood, and educational aspirations were asked and answered, setting the stage for subsequent interviews. Our next interview session consisted of questions about her career path, leadership styles, and strategies, and the beginning of her success in higher education. Our next meeting focused on her global success at Tri-C, the Tri-C Foundation, and how her leadership was instrumental in increasing scholarship revenue for students.

Early Life

During this initial interview with Jerry Sue Thornton, my query covered her early life as a child living with her parents, her high school years, and experiences that shaped her early leadership skills and strategies. She told me about her experiences, education, fears, and the obstacles she overcame during these years. Do you have a statement that would work here one or two might add so richness to this section

She explained how she remembered the early childhood days of junior high school. She spoke candidly when describing her background and was very proud of her hardworking parents and upbringing. She stated,

> A big piece of that was being able to tell the students stories because people resonate with stories. I didn't come from wealth by any stretch of the imagination. My father was a cold-miner and my mother was a domestic and so, I, we were not wealthy at all. So that why going to college was a big deal and I had to pay for it. When we graduated from

high school the five of us, three girls and two boys my dad would say, "I got you through high school, and you are on your own."

In talking with her, I learned she was one of five children born to a farming couple from Earlington, Kentucky, a farming and coal mining community located southeast of the center of Hopkins County. She attended the J. W. Million Elementary School and graduated from Earlington High School. Thornton described how she was involved in extracurricular activities, Thornton stated, "I was a cheerleader and a member of the girls' basketball team."

It was interesting, talking to her about her history. As she shared stories about her past, there were many parallels with my ancestry. We both have deep roots from Kentucky and Tennessee, and we both have Native American ancestry. She stated, "My maternal grandmother was half-Cherokee." This is a time to share—what was your tribal connections.

Jerry Sue Thornton had a genuine ability to attract people to her, a natural people-magnet. Whatever she set her mind to do, she gave it her all. She was a serious student and was just as determined about her hobbies. Thornton said, "In high school, I wanted to learn the finesse of sewing, so I became a serious sewer. It took a lot of time and commitment. At one time, I wanted to be a fashion designer, but that went out the window." I found this interesting and shared that I, too, loved sewing and learned this skill in middle school. We laughed and shared our memories of using patterns, pins, and tracing paper, lamenting that children no longer learn to sew in school.

Her conversation led me to understand that she seemed to like trying new things that required dedication. She talked about the college preparatory program, Upward Bound, offered by her high school. This was a free program offered by the United States government and which

paid students to participate. She explained how excited she was and immediately signed up for the challenge, not knowing what she had gotten herself into. She said,

> I was in a program called Upward Bound, but I didn't realize it meant 'out in the field.' We camped out all week. We had huge tents, and the trucks would bring our tents from all over and set them up for us.

She explained how this camp experience may have forged her ability to think strategically. She described how campers were placed in different situations and had to figure out how to manage and survive outdoors. From the experience, she discussed how diversity can shape and advance learning among those who did not look like her. She was very adventurous. She stated,

> We were connected to the military at Fort Campbell, and they gave us rations and things to sustain us. I had to learn how to pack canoes. I was like, 'You know what? I didn't sign up for this.' We had outdoor toilets, we had skunks, we had snakes, and if a skunk got into the tent—there were mostly 13 and 14-year-olds—it was not easy. There were kids from the city, some who had challenges, but really fascinating to me—it was a good lesson early—as was the teachers that were with them.

At this early age, she already was displaying leadership strategies, and she took the time to get to know the students, learn from them, earning their trust while quietly helping them to succeed. The following statement reflects…is the foundation of who she is at her core.

> We knew all the academics, but they were street kids and they knew survival. They would be encouraging me, saying, 'You can do this, you can do it,' and so I was telling them about academics, and they were telling me about the physical stuff.

As she described further her ability to adapt and learn new skills, I understood during our conversation that Jerry Sue Thornton saw her role as needing to serve and provide for her community. She expressed that even though there were limitations on the accessibility of facilities in the community, she understood how to navigate processes to reach them. This strategy would prove beneficial as she chartered the diverse educational waters later in her academic career. She commented,

> We didn't have swimming because we didn't have a pool. I went to segregated schools from 1st grade through the 11th grade. Then in my 12th year, the area built a new high school, and both schools merged. It was the first time I had been in an integrated school, and it was only one year – my senior year.

I can see how Jerry Sue Thornton's early exposure to diversity in the community helped to shape her tenacity and fearlessness when it came to students.

College, Education, and Work

As the conversation moved forward into her education and college career, it was evident she enjoyed helping others and immersing herself in the community college experience. Jerry Sue Thornton explained that she began preparing herself for leadership early on. She taught high school until she learned about teaching jobs in a community college. She was beginning to chart her own course and was taking charge of her career. She stated,

> They told me about this [community college] opening in the Chicago area, but little did I know that there was a graduate student that I knew from my university at Murray State in Kentucky who was already teaching. She gave me a good reference, and I ended up getting the job. I started there in 1971 and stayed for 14 years.

I could understand how Jerry Sue Thornton had begun to see the benefits of building a career over some time and academic success, and I think she knew she was destined for greater heights. After careful consideration and conversation with her father, she decided college was the option for her. She stated,

> "I think I am gonna go to college," and he said, "that a great idea, how you are gonna pay for it." I said, "I have no idea, I will figure it out." He said, "Great if I can help you in some way, he could." So he ended up helping me because I had two jobs the whole four years that I was in college.

She explained how she always looked for opportunities to advance herself. She sought out the placement office where students went to find employment to see if she could get a permanent job at a community college. To her surprise, she was greeted by the person who would eventually become her role model and mentor, Dr. Brent Knight. She stated, "He was instrumental in putting her career on a different path." She said,

> Brent Knight, the president of Lansing Community College, was a very good friend and mentor. Brent was known for mentoring women, especially to help them with their careers. He was always very forward-thinking. He began asking about my plans for the future. He wanted to know what I was going to do. So he called me in his office one day. At that point, I was the Assistant Dean of Arts and Sciences.

It was evident Dr. Knight could see something in Jerry Sue Thornton that she did not see. He knew she was destined for greatness and was instrumental in making sure she was on an upward trajectory. She stated,

> He said, 'You have a lot of leadership skills and qualities. What are your plans for the future?' I said, 'I am on a good trajectory, so I'd like to just keep doing this.' He said,

> ‘No, that is not good enough. You have to get your Ph.D.’ I said, ‘I am not really interested, but if I did, I'd probably go someplace in Illinois, something close to home.’ He said, ‘Nope. You have to go to someplace to where they have a community college leadership program so that you are really gearing yourself for leadership in the community college.’

Dr. Knight was adamant about putting her on a path to greatness. Using his extended resources, he called his friend, Dr. John E. Roueche, and immediately had her accepted into the program at the University of Texas. It takes courage and faith to allow someone to guide your path unchartered, but it also takes trust in your ability to allow yourself to take the journey. Jerry Sue Thornton was fearless in her abilities and dedicated to her career path; besides, she trusted Dr. Knight. At the meeting, she said,

> I researched, and I came back and said, ‘UCLA has a great program, and the University of Texas and John Roueche was over the program in Texas.’ So I mention those programs to him and he said, ‘Wait a second, and I am going to make a call.’ So he did. He called John [Roueche] from his office that day with me standing there. I had no idea that’s what he was going to do. So, I sent the information, filled out the papers, and was accepted, and in 1983, I was on my way to the University of Texas.

Jerry Sue Thornton explained that she knew to continue moving up the career path, she had to earn her doctorate. She understood leadership and the expectations her mentor had of her. She was confident and persistent in her educational goals. She stated,

> When I attended the University of Texas at Austin to acquire my doctorate, I was in the Community College Leadership Program, which was organized in a collaborative, rather

than a competitive, model, and I really learned the value of coming together as a team to achieve a goal.

Jerry Sue Thornton was polishing her skills and became a leader among students in the doctoral program. She was also honing her crafts as a collaborator and community bridge-builder.

Jerry Sue Thornton stated that she spent seven years as a faculty member in the community college and assumed other positions in the college's administration. Dr. Knight believed in professional development, and a variety of speakers came to the college, providing students with exposure to many speakers, workshops, and seminars.

Jerry Sue Thornton was exposed to a variety of leadership opportunities through the community college. I learned she still keeps in contact with several colleagues from her early days as an administrator. To this day, they celebrate milestones in their respective families. Creating, maintaining, and cultivating relationships is at the heart of who Jerry Sue Thornton is.

Ohio Bound

Understanding the leadership essence of Jerry Sue Thornton involved knowing the stories, values, strategies, and philosophies that surrounded her legacy at Cuyahoga Community College (Tri-C) and with the Tri-C Foundation. This portrait highlights some of those strategies so that they are not lost for the future. It involved taking a look back into history, from a firsthand perspective, to gain insight into Jerry Sue Thornton's success, backtracking through more than 21 years of leadership during Jerry Sue Thornton's presidency at Tri-C, where it all started in January 1992.

Cleveland, Ohio would not know what hit them in the form and small stature of Jerry Sue Thornton. Even though she was entering the presidency while Millennials were coming of age,

she was armed with the power of her humble and modest background, held up by her mentors and guided by her faith, family, and her value-driven persistence. She knew what to do and how to get things done. She was a warrior. Tri-C had an interim president, Ronald B. Sobel, but it would be Thornton's leadership that would guide Tri-C through unprecedented growth and development, pivoting them onto the global stage and a trajectory of fundraising excellence.

Jerry Sue Thornton became only the third—and first-ever African American female—president of Tri-C in January 1992. She provided leadership to the largest community college in Ohio with four campuses, one university center, and four workforce training facilities, including two corporate colleges located across Cuyahoga County, serving the principal city of Cleveland and its suburbs. It was an awesome task of which she was up for the challenge. Thornton said,

> When I took the job, Terry O'Banion and John Roueche both said to me, 'Don't go into this job with a short-term view.' I kept saying, 'Well, maybe that's 5-6 years, and maybe I will look to move on to something bigger or whatever.' Twenty-one years later, I was retiring.

Of course, there were challenges from the start. Tri-C's board of trustees is appointed – three members appointed by the governor, six by the county administrator. According to Thornton, "We have more funding from the county than from the state, so the county gets more appointments than the state" (Thornton, 2020).

Even though she was navigating a very political climate, she was not swayed. She was on a mission. When she arrived at Tri-C, the college was amid a county-wide ballot initiative, requesting additional funds for college operations. There was no time to waste, so she hit the pavement.

> You know this isn't the time for egos. I know I am the president, but this is a team effort. I am going to have to be out in the community almost like a political candidate running for office because I got to get this ballot issue passed. And I knew people don't know me and people give money to people they trust. They vote for people they trust. So with the help of the provost, I hit the bricks with the V.P. of communications and marketing. She and I were out in the community every day.

Thornton knew Tri-C had staying power, she just needed those to understand and show their support at the ballot. She was passionate and persistent about the mission of Tri-C. She would speak to people everywhere, from parent groups to community organizations like the United Way and Rotary Clubs – anybody.

> Anybody who wanted a speaker for something, I accepted. I could become known, and we could really start working. Plus, we had phone banking to do, we had literature drops to do.

Thornton was so visible in the community; she would run into actual political candidates who would ask which office she was running for. She knew what to do to win, and losing was not an option because it was about the students of Tri-C. In the words of the late Dr. Maya Angelou, "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." Jerry Sue Thornton knew how to make people feel. She knew this because of her years of service to her community and her students – people could recount her gentle spirit, enormous heart, and giant ability to project humility and gratefulness, even humor. These were strategies she learned at the campgrounds of Fort Campbell and from her days as an academic dean. Thornton's leadership strategies paid off: Tri-C won the ballot issue that year with 76% in favor of Tri-C.

The Foundation

It was not until the second year at Tri-C that she would place her focus and energy on the foundation board. When she arrived at Tri-C, the budget was close to $300 million, and she thought the foundation would be in good shape. Perhaps the foundation board thought the same. Thornton was very compassionate and understood the needs of the students. As president of Tri-C, she was automatically a member of the Tri-C Foundation board. She stated,

> I thought, the first year, I can't really turn my attention to the foundation because I got too many other things at the college. I really put the foundation on hold. I kept working with it as it was. My first year, I had to do a reduction in force because the state had cut the college budget.

After her first year, she was ready to focus on the foundation. At the foundation board's very first meeting, she told members,

> You know we really need to think more seriously about the dollars you are gonna raise, because we have so many students with needs. What we have are students who can get Pell grants, but there's still a gap in funding for them. They drop out because they need $500, and they don't have any place to get the $500, or they can't afford the books, or they can't get this, or the car breaks down.

She worked closely with the foundation board chair as well as supervised the foundation president. Jerry Sue Thornton didn't just talk-the-talk; she walked-the-walk and became a personal donor to the foundation. Leading by example is another of Thornton's traits.

According to a secondary participant, Martin Luther King, Jr., "She was strategic in bringing in people to the foundation through her business and political connections – people who

could make contributions to the foundation." Thornton knew that, for the foundation to grow, she needed help. She said,

> We are gonna work on putting together a position, a position being funded by the foundation, and growing the foundation. So, I hired a young guy that we could afford who had also been doing some foundation work but not at a high level.

Thornton was now razor-focused on the foundation. Her goals were of the big-picture type, balancing the means of student success and outcomes while strategically implementing and devising long-range plans for the future of Tri-C and its foundation. I learned of her position on community college fundraising through our conversations. She stated,

> Fundraising has historically been a huge component of university funding, but community colleges have not always understood or embraced the role of fundraising because so much of the expenses for community colleges have been through state funding formulas. Most community colleges did not have a research component and other needs that required external funding, but as state funds diminished, it resulted in community college leaders recognizing the need to seek external support via fundraising and their foundations.

Thornton understood that the college and its foundation was a business that needed to be managed like a business. She stated,

> Fundraising provides a college with the necessary money to take an institution to 'greatness' and achieve additional needed student support, special college projects, and enhance the student experience. More community college presidents have embraced the idea of the value-added of fundraising and their foundations. Many community colleges

have been able to fund special projects and programs that would otherwise not exist if it was not for external funding.

Yet, to understand the foundation, she knew she also had to understand its donors – donors with the means to support Tri-C in a big way as well as small donors alike. All money made an impact, and Jerry Sue Thornton was not shy about asking anyone for money. She stated,

> Donors—particularly foundations, companies, and individuals of wealth—have become far more amenable to funding student scholarships and projects/initiatives/facilities/-programs at community colleges. With that 'openness' and broadened attitudes and acceptance of the value of community colleges, there have been more institutions benefitting from philanthropy.

Thornton was extremely transparent and open with the Tri-C Foundation board. She wanted to understand their commitment and just what the expectation was to serve on the foundation board. She said,

> What I was very clear about, Carolyn, when they came aboard, you were there to raise money for the institution. I was very clear, because sometimes presidents want people on the foundation board, they want them badly. They know they are people of means, but they don't give them a list of the duties, the responsibilities, the requirements, and the expectations.

During our conversations, it would seem Jerry Sue Thornton knew what to do to ensure the foundation board understood its role was critical to Tri-C's success. It was clear there were hills to climb and hurdles to cross, but Jerry Sue Thornton was committed to seeing this through. She knew the foundation board had potential, and she was just the leader to help them to reach new heights. She indicated,

> We were very organized; we were very structured. Nothing was haphazard, they knew when the meetings took place, they were quarterly meetings, and they knew there was always an agenda. They knew when the meetings met, they knew in advance that they were going to be one-hour long. They knew they were going to be crisp in our meeting with them. We understood that they were businesspeople, for the most part, and that there was a huge respect for them. The woman that I ultimately hired to stay with me for 19 years had been in finance and so her background was finance. She was a stickler for details and just the person I needed.

Jerry Sue Thornton explained how she knew how to cultivate foundation support and what it took to command the respect of others because that is what she gave – respect. She had taken the foundation board from 5 to 8 members when she arrived in 1992 to 65 members upon her retirement in 2013.

> We finally started building the foundation with people of means, people of wealth, and people of influence. It took two to three years to really get them on board, change the culture of the foundation, and we had to work with the board of trustees. I would tell you that the whole process to get to where I wanted to go, it would take a couple of years easily.

It was evident, Jerry Sue Thornton knew how to win! The Tri-C Foundation board she had so carefully embraced and developed was in place. She said, "So we slowly, over time, really built a stellar foundation of people in the community. That's why when I retired, the universities around us were coming for them [board members] because some of them, the universities would have loved to have." The Tri-C Foundation had become a stellar group of community members.

In listening to Jerry Sue Thornton's process of how she strategically positioned the Tri-C foundation board by elevating their status in the community and the city of Cleveland, it further exemplifies her stature as an exceptional leader with phenomenal fundraising success.

Fundraising

Jerry Sue Thornton had a clear plan, and fundraising at Tri-C was first and foremost a means to obtain scholarships and close the gap in funding for student tuition, fees, books, resources, transportation, and other expenses. She understood that fundraising supported the development of educational/academic programs. It also enabled Tri-C to provide students and the community with unique yet appropriate programs. She ultimately hired staff and began the work of increasing foundation support and funding. She stated,

> Fundraising and foundation work begins with an assessment of the needs of the college versus letting fundraising drive the college's direction. Before any capital campaign or fundraising outreach, the college community, with leadership by the president and others within the institution, should assess and define the needs of the college that have either no other means of funding or require enhanced funding/matching.

Through Jerry Sue Thornton's leadership, creating the process for fundraising was critical. She was admired as a leader among both students, faculty, staff, and the community because of her honesty, integrity, and commitment to Tri-C. It was not just about her leadership, it was her life. She said,

> Throughout the fundraising process, it is critical that fundraising never becomes a 'driver of the college,' rather, it is a means to support the strategic direction of the institution. The president must be a guardian of the college to prevent the foundation or any donor from infusing funds into the institution for ulterior motives. That is the fastest way to

undermine a college and misdirect an institution. The foundation must, at all times, be in sync with the college's direction.

It was clear from Thornton's perspective – raising funds was everyone's responsibility. She knew this and took it seriously because her reputation was on the line. She was the president, and the success of so many thousands of students rested with her. To understand her community better, and to learn more about the players in it, she became a volunteer herself. She stated,

> I volunteered myself a lot in the community, and so even though I knew [the] United Way board was going to take up a lot of time, I knew that people of wealth would be there. I got to meet one of the guys who ultimately chaired a fundraiser for us. A lot of these people, I never would have met, but I met them because I volunteered for community civic projects.

Thornton's fundraising philosophy helped the foundation grow. And part of that philosophy involved making the sacrifice, having patience, and being persistent. While understanding the work would not be easy, it would be rewarding. She stated,

> Everyone was involved. The faculty and staff, we had payroll-deduction for them to participate in fundraising. Some from faculty who were retired, some who were deceased, families would set up scholarships in their names. So, the faculty could really give in a lot of different ways. We provided lots of different options to give, and they knew the money all went directly to the students. We kept the overhead of the foundation down, as low as possible, where I could have student employees who could work for the foundation and the college. We would do that to offset some of the cost to the foundation.

As stated by the secondary participant, Mother Theresa, regarding Thornton's fundraising strategies, "Accountability was key, and engaging your people, but deeper than that, ensuring accountability, transparency, and also the key to that was trustworthiness."

According to the secondary participant, Eleanor Roosevelt, said, "She was a really good long-range planner. She was always looking for long-term gifts from people."

It was evident that Jerry Sue Thornton took nothing for granted when it came to fundraising. She was always focused on the long-game, and she knew the rules, many of which she made along the way, but in the end, the students were the recipients of her strategic fundraising leadership.

Jerry Sue Thornton's Legacy

Fortunately for Jerry Sue Thornton, she was able to establish a relationship with the previous three presidents of Tri-C. They supported each other, which made it easier, and according to Thornton, "No one had to start from scratch." It was a true gift that all four leaders, including the founding president, were at her disposal.

> Both my predecessor and successor understood and understand the value of resources to achieve that mission and embraced fund development as part of the job. We have also successfully 'passed the baton' to each other with lots of information and contacts. We all understand that the legacy is not about one person or president, it is the cumulative that counts. Tri-C has been fortunate in that it has had four college presidents that worked well together over the years and wanted each to succeed.

The most important part of her career was the establishment of the Tri-C Foundation's Presidential Scholarship Luncheon. With all of her phenomenal fundraising and foundation support, her greatest legacy continues to be the luncheon.

The program started as a luncheon to welcome Thornton as the new college president. Always the philanthropist, visionary, mentor, and giver, Thornton decided to turn the luncheon into a program for students, forgoing any accolades for herself, but in her usual Jerry-Sue style, emphasizing the students. The establishment of the Tri-C Foundation's Presidential Scholarship Luncheon was the most successful endeavor to support student success. She stated,

> The Presidential Scholarship Luncheon was created as a signature event for the foundation based on mutual benefit. Through that event, donors were able to hear outstanding speakers, such as Tony Blair, Oprah Winfrey, Madeleine Albright, Colin Powell, and Presidents Bill Clinton and George W. Bush, and many more speakers, in exchange for their financial support of our students. Everyone benefited, and that truly made giving enjoyable beyond the intrinsic value of philanthropy. Cuyahoga Community College is and has been continuing my legacy for providing an excellent higher education experience for students by utilizing all of the human, curricular, technical, and financial resources necessary to achieve the college mission.

During her tenure at Tri-C, Thornton led $300 million worth of renovation and construction projects and increased the Tri-C Foundation's endowment from $1.3 million to $40 million. The endowment is now worth $80 million, and Jerry Sue Thornton has since been named president emerita of Tri-C.

Researcher's Reflections on Jerry Sue Thornton's Self-Portrait

I learned from listening to Thornton's story that everything she did was rooted in her foundation, her childhood, and her career. Her life's work was deeply centered on helping others, even before she knew what that meant. She knew she was a great listener and could make people feel important just by taking the time to listen to their stories. She understood early in her career

the value of mentorship and of having great leaders in your path. She was above anything petty and always made people valued. She understood the value of both small and large donors.

She positioned herself in the community, on boards, with donors, faculty, staff, and administrators all in the name of Tri-C's mission and values. Her mission was for everyone from top to bottom to understand and articulate the mission of the college, and she accomplished this and more. During our conversations, I learned how incredibly unselfish, giving, and humble she is toward everyone whom she meets. She set desirable and exceedingly high examples, goals, and expectations for herself, which translated to the potential of others as well. Thornton's passion for her craft and career during her role as president was unmatched. She also strongly encouraged others to enjoy their work at the foundation.

It was also evident, the tremendous sacrifices she made in her personal life during her presidency. She understood what she was giving up to ensure her presidency was successful, and she did. She was always willing to let others shine without the need to be the only or loudest voice in the room.

Unfortunately, this study was conducted during a pandemic. I would love to have spent time up close and personal with Jerry Sue Thornton as I chart my own leadership path. I do know I have found in her someone I can reach out to in the future. She said, "If you need any additional assistance, please do not hesitate to ask." I am grateful to be the recipient of her graciousness and leadership.

Secondary Participant Portraits (Pseudonyms Historic Names)

This section (Tables 4-20) presents a summary of the responses provided by secondary participants to the interview questions. Each table illustrates the interview questions asked with a summary of the participant's response. Column one reveals the interview questions, column two

is the participant's response and column three reveals the researcher's observations following the interview and its alignment with either of the two conceptual frameworks. The themes that emerged from each participant's responses to the interview questions are listed at the end of each interview.

Table 4.1.

Amenhotep III's Portrait

Interview Questions	Participant #1 –Amenhotep, III Telephone Interview June 17, 2020	Researcher's Observations on Responses
Experiences as President		
1. Describe Dr. Thornton as a president at Cuyahoga.	Dr. Thornton was the epitome of a leader who was a visionary and had the ability to convince you to do just about anything. It was hard to say no to her because of the stature of the college.	CASE Fundraising Model *Strong leader* *Vision*
2. Describe what skills and abilities you feel were necessary for success as a presidential fundraiser?	She had the ability to convince you to do exactly what she wanted you to do. Relationships were critical to her success.	Indiana University Foundation Business *Model* *Persuasive* *Influencer* *People skills*
3. Based on your experience with Dr. Thornton, how do you view her understanding of the importance of fundraising leadership?	The foundation was extremely important to Dr. Thornton because Tri-C was important, and the success of the foundation followed. Her leadership was unique.	CASE Fundraising Model *Effective Leader* *Strategic*
4. As president how did she tell the story of Tri-C and energize those around her to have an impact on the college in the community?	She was always doing things to help the community who, in turn, helped the students.	CASE Fundraising Model *Community Leader* *Collaborator*

Fundraising Efforts			
5.	How did Dr. Thornton interplay fundraising efforts with her other presidential duties and responsibilities?	Dr. Thornton as president, and her responsibilities to the foundation, went hand-in-hand. There are others I'd suggest you speak with, such as Gloria Moosman and Otis Moss, Jr.	CASE Fundraising Model *Fundraiser* *Community-Minded*
6.	How do you perceive she valued fundraising in higher education?	I'd suggest you speak to Gloria Moosman for more information because she has all the details.	*Not applicable*
7.	To what extent did she ensure private support has a direct impact on students, faculty, staff, and facilities?	Probably sometimes, not everyone fully understood what Jerry Sue was doing to benefit the college, which was growing with multiple campuses. All of these benefitted students, faculty, and staff.	Indiana University Foundation Business Model *Community College and Fundraising Leader*
8.	How do you perceive her fundraising success impacted critical Tri-C communities?	Jerry Sue is extremely community-minded, and all of her efforts were geared towards ensuring the community knew about Tri-C through its mission.	CASE Fundraising Model *Focused* *Innovative*
9.	Do you know how she viewed the staff required for developing a fundraising team?	Jerry Sue and Gloria, the V.P. of Development, were amazing. They made an amazing team.	CASE Fundraising Model *Coalition Builder* *Innovative Leader*
Fundraising Strategies			
1.	As president, what were her fundraising strategies?	Securing the 'who's-who' of celebrities such as Oprah Winfrey, Colin Powell, Former Presidents Clinton, and Bush, to help promote and showcase the success of the foundation.	Indiana University Foundation Business Model *Value-Driven* *Motivated* *Innovative*
2.	Tell me how Dr. Thornton changed the perceptions and focus on community college fundraising?	By changing the culture and exposure of the Presidential Scholarship Luncheon as a signature event.	Indiana University Foundation Business Model *Fundraising Leader* *Collaborator*

3. What strategies did she use to secure public and private fundraising support?	She was strategic and diplomatic in securing all these great celebrities.	CASE Fundraising Model *Strategic* *Innovative*
4. What strategies did she use in securing and maintaining major donors?	Jerry Sue was involved in the community, and building those relationships was important to securing donors.	CASE Fundraising Model *Community Leader* *Donor Relationships*
5. How do you perceive she built fundraising support?	Everything was about relationships. She was a creator of projects to involve the business community.	CASE Fundraising Model *Community Leader* *Dedicated* *Collaborator*
Factors of Race and Gender in Fundraising		
1. How do you perceive race and gender as factors in the fundraising world?	Not to my knowledge. Jerry Sue came to Tri-C at a time when they needed a Black female to head the institution.	CASE Fundraising Model *Innovative* *Creative*
2. Do you know the extent to which Dr. Thornton experienced challenges or roadblocks because of race and gender?	She had a unique ability to secure support for Tri-C. She was in the club! She broke barriers because of her unique ability to gain respect from all the corners of the community.	Indiana University Foundation Business Model *Education* *Outreach* *Opportunity Builder*
Success in Fundraising		
1. Overall, how you would describe Dr. Thornton's success in the fundraising world?	An institution that never had any major issued or negative media coverage. She is a unique leader, strong in the African American community, strong in the business community, and strong in the female community.	CASE Fundraising Model *Confident* *Educational Leader* *Mentor*
2. To your knowledge, to what extent did she apply a diverse approach to investing in long-term fundraising success?	Jerry Sue was proud of the success of Tri-C and the success of the students.	CASE Fundraising Model *Educational Leader* *Mentor* *Global Leader*

3. What do you perceive as Dr. Thornton's greatest success in leaving a foundational/ fundraising legacy for Tri-C?	Her legacy is the growth and development of Tri-C as a small junior college in the early days to the powerful, multi-campus institution it is today and widely respected around the world. She is the greatest president Tri-C has ever had and one of the greatest academic leaders in Northeast Ohio and the State of Ohio.	CASE Fundraising Model Indiana University Foundation Business Model *Diversity in Culture* *Global Leader* *Donor Engagement* *Community-Minded*
Themes	**Diplomatic, funding acquisitions, project creator, immense global respect, peaceful and powerful.**	

Table 4.2.

Mother Theresa's Portrait

Interview Questions	**Secondary Participant #2 – Mother Theresa Telephone Interview June 23, 2020**	**Researcher's Observations on Responses**
Experiences as President		
1. Describe Dr. Thornton as a president at Cuyahoga.	She was a dynamic leader, nationally and locally recognized, highly awarded, and understood giving back. She served the college exemplarily for 21 years.	Indiana University Foundation Business Model *Committed Leader*
2. Describe what skills and abilities you feel were necessary for success as a presidential fundraiser?	Relationship building is key. Also, trustworthiness. There is a lot to be said about taking people's money or trying to secure people's money. But if they trust you, they know you are going to be a good steward of their money, they are more likely to support you and look at you seriously.	CASE Fundraising Model *Donor-centered* *Lead by Example* *Integrity* *Honesty*
3. Based on your experience with Dr. Thornton, how do you view her understanding of the importance of fundraising leadership?	The value of her leadership let us know that fundraising was important. The foundation was only a component. Everything was driven by the mission of the institution.	Indiana University Foundation Business Model *Global Leader* *Legendary Community College* *Mission-Driven*

4. As president how did she tell the story of Tri-C and energize those around her to have an impact on the college in the community?	The story of the institution is the driver. People love a good story.	CASE Fundraising Model *Service to Others* *Effective Leader*
Fundraising Efforts		
1. How did Dr. Thornton interplay fundraising efforts with her other presidential duties and responsibilities?	As president, the Presidential Scholarship Luncheon started as a small venture to honor the office of the new president. It has since grown, and that was the turning point. It had evolved over the years.	Indiana University Foundation Business Model *Giver* *Business Leader*
2. How do you perceive she valued fundraising in higher education?	As years went on, we decided to step it up and secure Oprah Winfrey as the speaker. We were able to increase pricing as well. These efforts changed the stature of the luncheon.	Indiana University Foundation Business Model *Innovative* *Legendary*
3. To what extent did she ensure private support has a direct impact on students, faculty, staff, and facilities?	Students benefitted from every initiative. I think the faculty needed more convincing about its importance. Faculty had to see it and are now more invested in funds for the students and programs. It's more productive when you engage them, but it's tough.	Indiana University Foundation Business Model *Bridge-Builder* *Creative* *Investor* *Trustworthy*
4. How do you perceive her fundraising success impacted critical Tri-C communities?	We had to be very focused. Fundraising is a challenge. By providing those gap funds to students, Tri-C was able to have a direct impact on student success. The Presidential Scholarship Luncheons were a big part of providing those funds.	Indiana University Foundation Business Model *Resource Development* *Effective*
5. Do you know how she viewed the staff required for developing a fundraising team?	We were a very close-knit team and worked together on every endeavor from start to finish.	CASE Fundraising Model *Collaborator* *Genuine* *Mentor*

Fundraising Strategies			
1.	As President, what were her fundraising strategies?	Securing the many speakers for the presidential scholarships was based on relationships.	Indiana University Foundation Business Model *Relationship Builder* *Legacy Leader*
2.	Tell me how Dr. Thornton changed the perceptions and focus on community college fundraising?	In the beginning, the community colleges were not highly involved in fundraising. Dr. Thornton helped change that perception of fundraising in the community college.	CASE Fundraising Model *Innovative* *Community Leader*
3.	What strategies did she use to secure public and private fundraising support?	Everything was driven by the mission of the college. We ensured they were upfront at all times.	CASE Fundraising Model *People-Oriented* *Modesty*
4.	What strategies did she use in securing and maintaining major donors?	Accountability was key and engaging your people, but deeper than that, ensuring accountability, transparency, and also the key to that was trustworthiness. People look you in the eye, and if they believe in you, they will listen to your story.	Indiana University Foundation Business Model *Transparency* *Judicial Prudence* *Value-Driven*
5.	What avenues did she develop to provide flexible and creative ways to raise funds?	Cleveland had so many worthy causes, so we had to figure out how we set ourselves aside as far as importance and need to the community. We had to have a different product. Our product was we were the core and the fabric of the community.	CASE Fundraising Model *Community Leader* *Community College Advocate* *Influential*
6.	How do you perceive she built fundraising support?	We drove off of the community college mission. Having people understand that, in 1999, people didn't take fundraising in the community college seriously. Why support them when the tuition is so low? We had to turn it around and find the driving force behind all of the fundraising we did then and is still being done now. How are we different?	CASE Fundraising Model *Goal-Orientated* *Persistent*

7. What strategies did she use to create lasting relationships with individuals, stakeholders, alumni, corporations, foundations, and businesses?	We focused on specific projects. We never raised unrestricted money. We felt that the community has supported us with a levy campaign, so why go back for more unrestricted dollars? We were very focused all the time on significant initiatives, and when we had a gap in funding, helping them understand we could not advance that initiative without the additional funding, especially when it came to youth programs. Programs for youth are drivers behind community colleges. So, we went to the community and looked for funding for those programs. We had to explain and promote a budget indicating, without your support, we could not advance the mission of the college for these programs, which are the feeders to education for the future for youth. She was very focused on helping people.	CASE Fundraising Model Indiana University Foundation Business Model *Judicial Prudence* *Reinvested* *Strategic* *Wise* *Ethical* *Community Leader*
Factors of Race and Gender in Fundraising		
1. How do you perceive race and gender as factors in the fundraising world?	From what I could see, this was not a factor. Of course, she went through challenges, and she went through changes, but it was her leadership, driven by the mission that took us to where we are today.	CASE Fundraising Model *Leadership* *Talent Cultivator* *Lead by Example*
2. Do you know the extent to which Dr. Thornton experienced challenges or roadblocks because of race and gender?	I don't think so. I really didn't see that all. More than anything, it was the approach and the relationship building. We had to educate people at the beginning of the mission and the importance of the community college. If you were professional enough to go in to build relationships and to gain confidence, when they looked you in the eye, they believed you and saw your passion and they really trusted you, especially when it comes to individual donors.	Indiana University Foundation Business Model *Donor-Centered* *Influential* *Motivated*

Success in Fundraising			
1.	Overall, how you would describe Dr. Thornton's success in the fundraising world?	We had to work harder and be much more focused to secure that investment from the donor because they thought, what do you need our money for? To this day, the foundation is very focused, and they continue that.	Indiana University Foundation Business Model *Dedicated* *Engaged* *Fundraising Master*
2.	To your knowledge, to what extent did she apply a diverse approach to investing in long-term fundraising success?	By being a good steward of the funds, we knew exactly where every penny went and was accountable for it. We kept overhead low so monies went directly to those who needed it.	Indiana University Foundation Business Model
3.	What do you perceive as Dr. Thornton's greatest success in leaving a foundational/ fundraising legacy for Tri-C?	It will be lasting for many, many, many, decades. What she did during her tenure was to change the culture of the organization. She was focused on the future, not just for a few years, it was about the long-range impact that we will have in this community and what are the resources needed to get there. This was very critical. She always focused on 10-20 years down the road, even as we built the infrastructure and sustainability of the foundation.	Indiana University Foundation Business Model *CEO* *Influential* *Donor-Centered* *Community-Minded* *Motivated* *Resourceful*
4.	What else would you like to share about Dr. Jerry Sue Thornton?	Everything we do is about the community, servicing the community. The community members are our students, our partners, our supporters. The current president, Dr. Alex Johnson, has continued Dr. Thornton's legacy by rebuilding our food banks during this pandemic.	CASE Fundraising Model *Community-Minded* *Goal-Oriented* *Innovative* *Persistent*
	Themes	**Quiet Giant, highly awarded but humble, giving-back, legendary, a warrior.**	

Table 4.3.

Martin Luther King, Jr.'s Portrait

Interview Questions	Secondary Participant #3 – Martin Luther King, Jr. Telephone Interview June 24, 2020	Researcher's Observations on Responses
Experiences as President		
1. Describe Dr. Thornton as a president at Cuyahoga.	A global leader who knew the needs of the community and worked hard to become a voice for the institution.	CASE Fundraising Model *Community Leader*
2. Describe what skills and abilities you feel were necessary for success as a presidential fundraiser?	She was a leader! She was organized, committed, and held high esteem for the integrity of the institution.	CASE Fundraising Model *Community College Leader*
3. Based on your experience with Dr. Thornton, how do you view her understanding of the importance of fundraising leadership?	Upon the establishment of the Presidential Scholarship Luncheon, which has expanded and grown to a phenomenal and prestigious and notable event. When Oprah Winfrey came, we realized the significance of that event. This luncheon was established as a direct result of Dr. Thornton's interest in bringing in more scholarship money for the foundation.	Indiana University Foundation Business Model
4. As president how did she tell the story of Tri-C and energize those around her to have an impact on the college in the community?	Dr. Thornton had great respect for the predecessors and took care of them through Tri-C history. She will always be a part of the Tri-C story because of the contributions she made to the institution.	Indiana University Foundation Business Model *Legendary* *Loyal* *Persistent* *Passionate*
Fundraising Efforts		
1. How did Dr. Thornton interplay fundraising efforts with her other presidential duties and responsibilities?	Her leadership was ongoing. We discussed a major gifts campaign. We needed to fortify the foundation through its members.	CASE Fundraising Model *Understands the Community College Goal-Orientated*

2. How do you perceive she valued fundraising in higher education?	She understood the importance early on that fortifying revenue streams was critical to the success of the foundation.	Indiana University Foundation Business Model *Fundraiser* *Relationship-Builder* *Engaged in Community*
3. To what extent did she ensure private support has a direct impact on students, faculty, staff, and facilities?	She recognized we needed to have a way to provide support for student fundraising, government grants, and contracts.	Indiana University Foundation Business Model *Investor* *Consistent Leader*
4. How do you perceive her fundraising success impacted critical Tri-C communities?	Adding an edge to our programs and services through fundraising. We receive funds from three entities, which includes every five-year levy.	Indiana University Foundation Business Model *Judicial Prudence* *Fundraiser*
5. Do you know how she viewed the staff required for developing a fundraising team?	She worked diligently to bring in additional resources to the college. She worked with all the campus presidents along the way.	CASE Fundraising Model *Engaged Leader* *Mentor* *Resourceful*
Fundraising Strategies		
1. As president, what were her fundraising strategies?	Dr. Thornton is a leader with exemplary skills in developing relationships, both political and social. She has a very positive attitude.	Indiana University Foundation Business Model *Collaborator* *Creative* *Motivated*
2. Tell me how Dr. Thornton changed the perceptions and focus on community college fundraising?	It was her purpose, her vision for the foundation for support to go to individuals who are economically disadvantaged people of color to have access to the institution.	Indiana University Foundation Business Model *Fundraiser* *Collaborator* *Culture-Builder*
3. What strategies did she use to secure public and private fundraising support?	Initially, the foundation had a small amount of funding, and Dr. Thornton, the first thing she did was to secure additional employees to the foundation and implement stability in staffing.	Indiana University Foundation Business Model *Judicial Prudence* *Trustworthiness*

4. What strategies did she use in securing and maintaining major donors?	She was strategic in bringing in people to the foundation through her business and political connections – people who could make contributions to the foundation.	Indiana University Foundation Business Model *Global and Engaged Leader*
5. What avenues did she develop to provide flexible and creative ways to raise funds?	It was a wholesome effort to bring more people to the institution. She did that through the foundation, started with a small staff that focused on foundation grants and contracts until she decided to focus on a comprehensive fundraising campaign.	Indiana University Foundation Business Model *Accommodating* *Flexible* *Advocate* *Confident*
6. How do you perceive she built fundraising support?	She operationalized the foundation with the help of secured staff who were qualified and are still with the foundation.	Indiana University Foundation Business Model *CEO* *Coach* *Delegator*
7. What strategies did she use to create lasting relationships with individuals, stakeholders, alumni, corporations, foundations, and businesses?	By the time Dr. Thornton left as president, the foundation had 65 individuals who were either CEOs or report directly to a CEO as vice presidents and other corporate types. We have every company, banks, all the heads of the hospitals, including the Cleveland Clinic, sports teams, and presidents are on the foundation board. A stellar group of individuals, which you don't normally see, and Dr. Thornton made that possible to attract those high-level individuals to the board.	CASE Fundraising Model *Honorable* *Motivator* *Business and Global Leader* *Community Investor*
Factors of Race and Gender in Fundraising		
1. How do you perceive race and gender as factors in the fundraising world?	No! Dr. Thornton was and is an anomaly. She has endowments named in her honor, scholarship names in her honor, a building named in her honor – the Jerry Sue Thornton Center. Her legacy is a true legacy and very important to the institution that we still benefit from.	Indiana University Foundation Business Model *Legacy Builder* *Community Leader* *Strategic*

Success in Fundraising		
1. Overall, how you would describe Dr. Thornton's success in the fundraising world?	We often surpassed our fundraising goals for specific initiatives through her leadership. I learned a great deal from Dr. Thornton in this capacity.	Indiana University Foundation Business Model *Mentor* *Respectful* *Honest*
2. What do you perceive as Dr. Thornton's greatest success in leaving a foundational/ fundraising legacy for Tri-C?	Dr. Thornton's leadership and the legacy she left increased our endowment to well over $80 million in funding to support student success. This was due to her leadership.	Indiana University Foundation Business Model *Fundraising Master* *Appreciative* *Service-driven*
Themes	**Organizing, command attention, global leader, legendary, humorous, ethical, integrity, mentor, educator, and awardee.**	

Table 4.4.

Eleanor Roosevelt's Portrait

Interview Questions	**Secondary Participant #4 – Eleanor Roosevelt Telephone Interview June 25, 2020**	**Researcher's Observations on Responses**
Experiences as President		
1. Describe Dr. Thornton as a president at Cuyahoga.	She was very inclusive. She allowed the foundation staff to attend a meeting with her as a learning opportunity. Her being president didn't matter. These meetings helped me learn the process of the foundation.	Indiana University Foundation Business Model *Fundraiser* *Legacy Builder* *Inspirational*
2. Describe what skills and abilities you feel were necessary for success as a presidential fundraiser?	She was a really great convener. She was a master. She could bring diverse backgrounds of people together and helped people understand their roles.	Indiana University Foundation Business Model *Collaborator* *Coalition Builder*

3. Based on your experience with Dr. Thornton, how do you view her understanding of the importance of fundraising leadership?	She was a visionary. Her leadership skills were exemplary. She understood it takes time to build relationships. She understood it took time to really get that buy-in from our external partners. She didn't rush any of the partners, and that's why we're able to be so successful.	Indiana University Foundation Business Model *Relationship Builder* *Community-Minded*
4. As president how did she tell the story of Tri-C and energize those around her to have an impact on the college in the community?	She was always willing to tell the story of her background, making it meaningful. Her ability to express gratitude, no matter what size the gift, was important. She would always write personal notes for smaller and significant gifts. Anyone who invested in Tri-C students, she was grateful for.	CASE Fundraising Model *Community-Minded* *Grateful*
Fundraising Efforts		
1. How did Dr. Thornton interplay fundraising efforts with her other presidential duties and responsibilities?	She was a really good long-range planner. She was always looking for long-term gifts from people.	Indiana University Foundation Business Model *Loyal* *Planner*
2. How do you perceive she valued fundraising in higher education?	Fundraising was the way to secure funds for students, and she was all about students.	Indiana University Foundation Business Model *Judicial Prudence* *Fundraiser*
3. To what extent did she ensure private support has a direct impact on students, faculty, staff, and facilities?	Scholarships were the main priority for students and helping faculty understand the importance of helping as many students as possible. We are good stewards of people's money. Everyone understood this.	CASE Fundraising Model *Legacy Builder* *Community Leader*
4. How do you perceive her fundraising success impacted critical Tri-C communities?	Dr. Thornton's leadership impacted thousands of students.	CASE Fundraising Model *Student-Centered* *Community-Minded*

5. Do you know how she viewed the staff required for developing a fundraising team?	Building a personal relationship will help you in the long run to support students.	Indiana University Foundation Business Model *Innovative* *Passionate*
Fundraising Strategies		
1. As president, what were her fundraising strategies?	She was a visionary, relationship-builder. Future goals were extremely important.	Indiana University Foundation Business Model *Reinvestment*
2. Tell me how Dr. Thornton changed the perceptions and focus on community college fundraising?	She always brought everything back to the college and the students.	CASE Fundraising Model *Resourceful* *Student-Centered*
3. What strategies did she use to secure public and private fundraising support?	The endowed funds are still generating scholarships for students today. This was due to Dr. Thornton's leadership.	CASE Fundraising Model *Fundraiser* *Lead by Example*
4. What strategies did she use in securing and maintaining major donors?	Helping them understand their support was for students. Many students today have access to community college education as a direct result of Dr. Thornton and the donor funding she secured.	CASE Fundraising Model *Educator* *Inspiration* *Persistent*
5. What avenues did she develop to provide flexible and creative ways to raise funds?	Our first-generation scholarships for students are very important, but Dr. Thornton also found ways to support other scholarships. We also worked on specific program grants for faculty.	Indiana University Foundation Business Model *Service to Others* *Value-Driven*
6. How do you perceive she built fundraising support?	Through her relationship building and consistency with communication.	Indiana University Foundation Business Model *Consistent* *Relationship-Builder*
7. What strategies did she use to create lasting relationships with individuals, stakeholders, alumni, corporations, foundations, and businesses?	She believed in people. The Presidential Scholarship Luncheon says it all. This luncheon raised more money through her vision. She enhanced it and made it a well-known program in Cleveland.	Indiana University Foundation Business Model *Coalition Builder* *Community Leader* *Respected*

Factors of Race and Gender in Fundraising		
1. How do you perceive race and gender as factors in the fundraising world?	Cleveland is very philanthropic, and there may have been challenges with securing those first meetings with some of the major supporters. She was so highly respected in the community and was a favorite.	Indiana University Foundation Business Model *Community Advocate* *Creative* *Motivational*
2. Do you know the extent to which Dr. Thornton experienced challenges or roadblocks because of race and gender?	By the time I began working with her, she was so highly regarded because of the relationships.	Indiana University Foundation Business Model *Leader* *Service* *Teacher* *Warm*
Success in Fundraising		
1. Overall, how you would describe Dr. Thornton's success in the fundraising world?	People respected her immensely. People just could not wait to meet Dr. Thornton. She was a rock star!	Indiana University Foundation Business Model *Admired* *Advocate* *Appreciative*
2. What do you perceive as Dr. Thornton's greatest success in leaving a foundational/ fundraising legacy for Tri-C?	Her legacy was the Tri-C endowment. We are in the top tier of community colleges. Trying to get people to understand and buy into that all started with Dr. Thornton. It was huge! I can't thank her enough.	Indiana University Foundation Business Model *Community Leader* *Endowment Creator* *Thoughtful*
Themes	**Politically astute, reinvesting in students, effective, opportunity builder and thoughtful.**	

Table 4.5.

Abraham Lincoln's Portrait

Interview Questions	Secondary Participant #5 – Abraham Lincoln Telephone Interview June 26, 2020	Researcher's Observations on Responses
Experiences as President		
1. Describe Dr. Thornton as a president at Cuyahoga.	She did a good job of articulating the value-exchange that existed, and if you invest your time with her and Tri-C, that confidence was well-placed, and there would be a return on your investment.	Indiana University Foundation Business Model *Confident* *Consistent* *Community Leader*
2. Describe what skills and abilities you feel were necessary for success as a presidential fundraiser?	Jerry Sue always selflessly presented herself. She was very sincere. She was very thoughtful about the mission of Tri-C. Her reach and network did not come by accident. I always saw her as someone who was a student first.	Indiana University Foundation Business Model *Thoughtful* *Genuine* *Grateful*
3. Based on your experience with Dr. Thornton, how do you view her understanding of the importance of fundraising leadership?	She was not doing it for Jerry Sue, she was doing it for students, the college, and for our community. The gratification of changing the lives of students was critical.	Indiana University Foundation Business Model *Thankful* *Warm* *Thoughtful*
4. As president how did she tell the story of Tri-C and energize those around her to have an impact on the college in the community?	She understood the Cleveland community, and they could not be successful in the community if we didn't have a successful Tri-C. She was able to tell that story in a believable, effective, and true way because it was true.	CASE Fundraising Model *Community Leader* *Persistent* *Service*
Fundraising Efforts		
1. How did Dr. Thornton interplay fundraising efforts with her other presidential duties and responsibilities?	She built a contingency of influence that people wanted to be a part of. She was very, very good at what she did. If you were not supporting Tri-C as a significant business in Northeast Ohio, you were left out.	CASE Fundraising Model *Ethical* *Influential* *Motivator*

2. How do you perceive she valued fundraising in higher education?	Failure to support Jerry Sue and her team, the kids, the institution, and Tri-C would make you conspicuously absent if you were a corporate citizen in Northeast Ohio.	Indiana University Foundation Business Model *Student-Centered* *Talent Development*
3. To what extent did she ensure private support has a direct impact on students, faculty, staff, and facilities?	Everything she did was about the students, and she made sure we knew and understood this wholeheartedly.	Indiana University Foundation Business Model *Student-Centered* *Thoughtful* *Visionary*
4. How do you perceive her fundraising success impacted critical Tri-C communities?	Not many people could say no to her because of her passion and drive for the college. She did what she said she was going to do. Her ability to sit on boards of publicly traded companies and walk into a group of disadvantaged students and be just as engaging and intelligent as the other place.	Indiana University Foundation Business Model *People-Oriented* *Influential* *Forward Thinker*
5. Do you know how she viewed the staff required for developing a fundraising team?	She built a great team because she was vested in our success and making sure we were the voices of the college.	CASE Fundraising Model *Visionary* *Mentor* *Trustworthy*
Fundraising Strategies		
1. As president, what were her fundraising strategies?	Her ability to build relationships. Her wiring is relational. She is a great connector. She can bring energy and value to every interaction.	CASE Fundraising Model *Resourceful* *Fearless*
2. What strategies did she use to secure public and private fundraising support?	I was recruited to participate in the foundation. Organizations were selected and approached for support. At the time, the Tri-C Foundation board was one of the highest-profile non-profit boards in Northwestern Ohio.	Indiana University Foundation Business Model *Fundraising Master* *Innovative* *Ethical*
3. What strategies did she use in securing and maintaining major donors?	Jerry Sue created an active and engaged board that took their roles seriously. It included a lot of high-profile people who I thought I could learn from.	Indiana University Foundation Business Model *Effective* *Consistent* *CEO*

4. How do you perceive she built fundraising support?	She had a great passion for what she does and was a great leader.	Indiana University Foundation Business Model *Fearless* *Forward Thinker*
5. What strategies did she use to create lasting relationships with individuals, stakeholders, alumni, corporations, foundations, and businesses?	She would constantly talk about the mission of the college so that people understood what we were about.	CASE Fundraising Model *Communicator* *Confident* *Creative*
Success in Fundraising		
1. Overall, how you would describe Dr. Thornton's success in the fundraising world?	Jerry Sue would not ever ask anyone to do something that she would not do herself. She was one of the hardest working individuals I had ever seen, and I have seen a bunch of them. She would outwork anyone, even me.	Indiana University Foundation Business Model *Dedicated* *Lead by Example* *Passionate*
2. To your knowledge, to what extent did she apply a diverse approach to investing in long-term fundraising success?	She was a good college administrator. She had a good product. She was also running one of the preeminent community colleges in the country.	CASE Fundraising Model *Community Leader* *Communicator* *Creative*
3. What do you perceive as Dr. Thornton's greatest success in leaving a foundational/ fundraising legacy for Tri-C?	She was a leader in the framework of the community college, but she also had the skill set, the drive, the work ethic, and the ambition. She could have been the CEO of many publicly-traded companies. She had resolve and responsibly ran Tri-C as a business in an entrepreneurial way.	Indiana University Foundation Business Model *Business and Global Leader* *Respected*
Themes	**Persistent, achiever, consistent, humility, empathetic, visionary, courageous, honorable, and loyal.**	

Table 4.6.

William Shakespeare's Portrait

Interview Questions	Secondary Participant #6 – William Shakespeare Zoom Interview June 30, 2020	Researcher's Observations on Responses
Experiences as President		
1. Describe Dr. Thornton as a president at Cuyahoga.	We were actually college presidents at the same time. We also did many presentations together. She was seen as a very entrepreneurial president.	Indiana University Foundation Business Model *Fundraising master* *Honorable* *Genuine*
2. Describe what skills and abilities you feel were necessary for success as a presidential fundraiser?	Ohio was one of the first states to go into Achieving the Dream, so I'm pretty sure Cuyahoga Community College was one of those founding colleges of Achieving the Dream under Dr. Thornton's leadership.	Indiana University Foundation Business Model *Awardee* *Business Leader* *Consistent*
3. Based on your experience with Dr. Thornton, how do you view her understanding of the importance of fundraising leadership?	To be president of Cuyahoga and actually and one of the longest-tenured urban community college presidents in the country. So, she's been a great leader in the urban setting especially, which is a difficult setting as, as you know, and she was very successful.	Indiana University Foundation Business Model *Grateful* *Genuine* *Ethical*
Fundraising Efforts		
1. How did Dr. Thornton interplay fundraising efforts with her other presidential duties and responsibilities?	I know she's made a mark in the community college world by virtue of that success.	Indiana University Foundation Business Model *Legacy* *Forward Thinker*
2. How do you perceive she valued fundraising in higher education?	By virtue of the Presidential Scholarship Luncheon, it spoke for itself.	Indiana University Foundation Business Model *Fundraising Master* *Passionate*

3. How do you perceive her fundraising success impacted critical Tri-C communities?	She was able to leverage her leadership for fundraisers like the Presidential Scholarship Luncheon.	CASE Fundraising Model *Effective* *Endowment* *Genuine*
4. Do you know how she viewed the staff required for developing a fundraising team?	I think she built a team that could help her achieve the vision she had, but she was also very successful in building relationships in the community.	CASE Fundraising Model *Mentor* *Modest* *Persistent*
Fundraising Strategies		
1. As president, what were her fundraising strategies?	She is a strategic thinker and very entrepreneurial. She leveraged that money to provide more scholarships for students. So, she's done that. But I think another important thing is that Ohio is one of the states that you have to go out and pass a levy.	CASE Fundraising Model *Strategic* *Forward-Thinker* *Innovative*
2. Tell me how Dr. Thornton changed the perceptions and focus on community college fundraising?	Jerry Sue had the political skills to go out and win people over.	CASE Fundraising Model *Passionate* *Politically Astute* *Communicator*
3. What strategies did she use to secure public and private fundraising support?	Besides her political skills, she would go out and talk to older people who may have kids in college and talk to them and garner support for the college. They loved the college naturally, so they'd give their support.	CASE Fundraising Model *Connector* *Communicator* *Dedicated*
Success in Fundraising		
1. Overall, how you would describe Dr. Thornton's success in the fundraising world?	Her corporate college idea was copied and spread throughout community colleges nation-wide. Her winning personality was and still is a part of her success.	CASE Fundraising Model *Personable* *Confident* *Consistent*
2. What do you perceive as Dr. Thornton's greatest success in leaving a foundational/ fundraising legacy for Tri-C?	She was the longest-serving president Tri-C had and the first African American female, as well as the contributions and donations that were made to the college, some in her honor.	Indiana University Foundation Business Model *Legacy* *Honorable* *Fearless*

3. What else would you like to share about Dr. Jerry Sue Thornton?	Our connection is through outside organizations. I didn't work with her at Tri-C or the foundation board, but we have been friends for many years. She is engaged with the AACC as a board member. She is very humble and steadfast.	Indiana University Foundation Business Model *Creative* *Grateful* *Motivator*
Themes	**An academic and legendary leader in the community college and higher education.**	

Table 4.7.

Leonardo da Vinci's Portrait

Interview Questions	**Secondary Participant #7 – Leonardo da Vinci Telephone Interview July 7, 2020**	**Researcher's Observations on Responses**
Experiences as President		
1. Describe Dr. Thornton as a president at Cuyahoga.	She is a good thinker, generous, innovative, and a forward thinker.	Indiana University Foundation Business Model *Bridge-Builder* *Communicator* *Effective*
2. Describe what skills and abilities you feel were necessary for success as a presidential fundraiser?	Her ability to cultivate relationships in the community and businesses.	CASE Fundraising Model *Community Leader*
3. Based on your experience with Dr. Thornton, how do you view her understanding of the importance of fundraising leadership?	Jerry Sue created a phenomenal team of leaders to serve on the foundation board. They understood the importance of the mission. She put the college on a level of being highly transparent with integrity and increasing the visibility of the college.	Indiana University Foundation Business Model *Appreciative* *Advocate* *Confident* *Transparent*

4. As president how did she tell the story of Tri-C and energize those around her to have an impact on the college in the community?	She is a great communicator and helps others understand the mission of Tri-C. Her passion came out when she spoke. Responding quickly to the needs of the college.	Indiana University Foundation Business Model *Dedicated* *Accomplished* *Responsive* *Respectful*
Fundraising Efforts		
1. How did Dr. Thornton interplay fundraising efforts with her other presidential duties and responsibilities?	The Presidential Scholarship Luncheon raised enormous funds, and it was a premier event.	Indiana University Foundation Business Model *Awardee* *Inspirational* *Legendary*
2. To what extent did she ensure private support has a direct impact on students, faculty, staff, and facilities?	It was important, and I think the faculty understood the importance of the community to have access to quality education. Provide a relatively low-cost, hourly, per-credit-hour for students.	CASE Fundraising Model *Student and Community Centered* *Goal-Oriented* *Teacher*
3. How do you perceive her fundraising success impacted critical Tri-C communities?	With the establishment of the Presidential Scholarships, Jerry Sue pivoted Tri-C into a new arena, especially when Oprah Winfrey and Maya Angelou were the guest speakers.	CASE Fundraising Model *Fundraising Master* *Collaborator* *Persistent* *Strategic*
Fundraising Strategies		
1. As president, what were her fundraising strategies?	Her leadership, integrity, and ability to increase the profile of the college.	CASE Fundraising Model *Honorable* *Ethical*
2. Tell me how Dr. Thornton changed the perceptions and focus on community college fundraising?	When Jerry Sue talked, people listened. She had a way of making people understand what she was saying with passion.	CASE Fundraising Model *Consistent* *Passionate* *Strong* *Wise*
3. What strategies did she use to secure public and private fundraising support?	Her ability to communicate and follow-through. Telling the community why we need to raise funds, and why we needed the community college. The judicial, prudent approach she used to manage funds and report to the community these funds.	Indiana University Foundation Business Model *Loyal* *Ethical* *Trustworthy*

4. What strategies did she use in securing and maintaining major donors?	She was a relationship cultivator. She knew how to attract business leaders.	Indiana University Foundation Business Model *Relationship-Builder*
5. What avenues did she develop to provide flexible and creative ways to raise funds?	Not just building relationships, but her ability to communicate the mission of the college.	CASE Fundraising Model *Advocate* *Confident* *Honorable* *Effective*
6. How do you perceive she built fundraising support?	Tri-C board is partially appointed by the Governor. She was able to foster these relationships.	Indiana University Foundation Business Model *Relationship-Builder* *Collaborator*
7. What strategies did she use to create lasting relationships with individuals, stakeholders, alumni, corporations, foundations, and businesses?	The lasting relationships are evidence of her success for Tri-C. The communities support the Presidential Luncheon.	CASE Fundraising Model *Influential* *Respected* *Visionary*
Success in Fundraising		
1. Overall, how you would describe Dr. Thornton's success in the fundraising world?	She laid a solid foundation and the ground-work for success in fundraising. She increased the visibility of the college, setting it on a clear path.	CASE Fundraising Model *Creative* *Dedicated* *Confident*
2. What do you perceive as Dr. Thornton's greatest success in leaving a foundational/ fundraising legacy for Tri-C?	The Presidential Scholarship Luncheon and the building of new structures are a great legacy.	CASE Fundraising Model *Collaborator* *Creative* *Global Leader*
Themes	**Kind, generous, love of nature, reading, innovative, a thoughtful, forward thinker, dedicated, and effective.**	

Table 4.8.

Queen Nefertiti's Portrait

Interview Questions	Secondary Participant #8 – Queen Nefertiti Zoom Interview July 7, 2020	Researcher's Observations on Responses
Experiences as President		
1. Describe Dr. Thornton as a president at Cuyahoga.	Jerry Sue, she took the town by storm. She came into that lane and just took it. I don't remember when I did not know her.	CASE Fundraising Model *Motivated* *Community Leader*
2. Describe what skills and abilities you feel were necessary for success as a presidential fundraiser?	She was always accessible. I have never heard anyone or the issues confronting her students, no one said anything negative.	CASE Fundraising Model *Collaborator* *Honorable* *Legendary*
3. Based on your experience with Dr. Thornton, how do you view her understanding of the importance of fundraising leadership?	Overtime when she was there, she rebuilt Tri-C into the top five in the country. That's leadership!	Indiana University Foundation Business Model *Forward Leader* *Teacher* *Value-Driven*
Fundraising Efforts		
1. How did Dr. Thornton interplay fundraising efforts with her other presidential duties and responsibilities?	I was not involved with the foundation and their duties.	*Not applicable*
Fundraising Strategies		
1. As president, what were her fundraising strategies?	Her leadership speaks volumes of who she is and the kinds of things we were undertaking at the time and her knowledge and connections.	CASE Fundraising Model *Communicator* *Confident* *Grateful*

2.	Tell me how Dr. Thornton changed the perceptions and focus on community college fundraising?	Jerry Sue does not take anything for granted. If you are going to study leadership, every relationship was nurtured. Even though we were friends, she treated me as a funder with great regard.	Indiana University Foundation Business Model *Fearless* *Honorable* *Resourceful*
3.	What strategies did she use to secure public and private fundraising support?	She was smart and leveraged the relationship to advocate for Tri-C. She has those instincts because she wanted those partnerships.	Indiana University Foundation Business Model *Strategic* *Teacher*
4.	How do you perceive she built fundraising support?	Fundraising is only one dimension of Jerry Sue. She is multi-dimensional in a lot of ways.	Indiana University Foundation Business Model *Creative* *Communicator*
5.	What strategies did she use to create lasting relationships with individuals, stakeholders, alumni, corporations, foundations, and businesses?	People wanted to be in her presence, and many had lasting relationships with her because she was tough but gentle.	Indiana University Foundation Business Model *Admired* *Appreciative* *Passionate*
Factors of Race and Gender in Fundraising			
1.	Do you know the extent to which Dr. Thornton experienced challenges or roadblocks because of race and gender?	How we interact as women, sometimes, it's a hard road. This is so not indicative of Jerry Sue. Of the many elements of success, women look up to her. You knew she was about business. She was always humble, but always awake.	CASE Fundraising Model *Honorable* *Ethical* *Thoughtful*
Success in Fundraising			
1.	What do you perceive as Dr. Thornton's greatest success in leaving a foundational/ fundraising legacy for Tri-C?	She flies high with the common touch, and that's a very delicate balance to strike. When she calls, people listen, and they move. She has earned that respect.	CASE Fundraising Model *Community Leader* *Effective* *Grateful*

2. What else would you like to share about Dr. Jerry Sue Thornton?	In the top leaders in the prestigious class of 60 in the Leadership Cleveland program, Jerry Sue was a part of this group. We were invited to visit Harvard University, and her class was very instrumental in leading the dialogue with the students about education. She was one of the voices in the program. Jerry Sue could hit the ground running because of her knowledge. She was very highly well-regarded.	CASE Fundraising Model *Opportunity Builder* *Strategic*
Themes	**Transformative, innovative, ethical, consistent, family, value-driven, and powerful.**	

Table 4.9.

Queen Victoria's Portrait

Interview Questions	**Secondary Participant #9 – Queen Victoria Telephone Interview July 14, 2020**	**Researcher's Observations on Responses**
Experiences as President		
1. Describe Dr. Thornton as a president at Cuyahoga.	On a personal level, Jerry Sue and I worked on many projects together. She was always touting the college and making sure people understood the mission.	CASE Fundraising Model *Dedicated* *Passionate* *Legendary*
2. Describe what skills and abilities you feel were necessary for success as a presidential fundraiser?	Ensuring that people understood "the ask" – what are you asking for, why do you want it, and what are you using it for.	CASE Fundraising Model *Confident* *Altruism* *Loyal* *Service*
3. Based on your experience with Dr. Thornton, how do you view her understanding of the importance of fundraising leadership?	Jerry Sue's leadership came at a very important time to Tri-C.	CASE Fundraising Model *Value-Driven* *Strong* *Wise* *Warm*

Fundraising Efforts		
1. How did Dr. Thornton interplay fundraising efforts with her other presidential duties and responsibilities?	I only worked with her on fundraising. We didn't work together on specific college issues.	*Not applicable*
2. How do you perceive her fundraising success impacted critical Tri-C communities?	Jerry Sue presented herself with dignity and understood the importance of showing up and being present.	CASE Fundraising Model *Confident* *Honorable* *Genuine* *Effective*
Fundraising Strategies		
1. As president, what were her fundraising strategies?	For me, it was who was doing the asking. As I worked with Jerry Sue, it was important in securing funds. The driver was who was doing the asking.	Indiana University Foundation Business Model *Global Leader* *Reinvesting* *Visionary*
2. What strategies did she use to secure public and private fundraising support?	She was a good manager of relationships for securing long-term funds for the institution.	Indiana University Foundation Business Model *Respected* *Talent Developer* *Strategic*
3. What strategies did she use in securing and maintaining major donors?	As a business leader, it was important for Jerry Sue to help us understand the needs of Tri-C.	Indiana University Foundation Business Model *Advocate*
Factors of Race and Gender in Fundraising		
1. How do you perceive race and gender as factors in the fundraising world?	I don't feel her being a woman had an impact. People listened to her and respected her.	*Not applicable*
Success in Fundraising		
1. Overall, how you would describe Dr. Thornton's success in the fundraising world?	Jerry Sue had a keen ability to make people listen to the story of Tri-C. They wanted to help.	Indiana University Foundation Business Model *Collaborator* *Communicator*

2. What else would you like to share about Dr. Jerry Sue Thornton?	It's amazing what you learn by listening. Jerry Sue is a thinker.	Indiana University Foundation Business Model *Forward-Thinker* *Legendary*
Themes	**Proud, passionate, strong, strategic, respectful, service, and teacher.**	

Table 4.10.

Will Robinson's Portrait

Interview Questions	**Secondary Participant #10 – Will Robinson Zoom Interview July 15, 2020**	**Researcher's Observations on Responses**
Experiences as President		
1. Describe Dr. Thornton as a president at Cuyahoga.	Nobody better. She is extremely well-respected. She is a great people person. She is an extremely successful fundraiser and communicator.	CASE Fundraising Model *Community Leader* *Respected*
2. Describe what skills and abilities you feel were necessary for success as a presidential fundraiser?	Her ability to win people over made people invest in Jerry Sue even more than they did in Tri-C. They loved her and wanted to get to know her better.	CASE Fundraising Model *Goal-Oriented* *Innovative* *Lead By Example*
3. Based on your experience with Dr. Thornton, how do you view her understanding of the importance of fundraising leadership?	Jerry Sue would share the spotlight, and many ideas were not just her ideas, but the ideas of the community.	CASE Fundraising Model *Community Leader*
4. As president how did she tell the story of Tri-C and energize those around her to have an impact on the college in the community?	Jerry had a story, and people wanted to hear that story. She made you feel like you are a part of that.	CASE Fundraising Model *Dedicated* *Passionate*

Fundraising Efforts		
1. How did Dr. Thornton interplay fundraising efforts with her other presidential duties and responsibilities?	Again, her relationships. When she and Pastor Moss brought Oprah Winfrey for the Presidential Luncheon, it was a huge deal. She never misses an opportunity to thank people or an opportunity where she can create win-win situations.	Indiana University Foundation Business Model *Relationship Builder* *Collaborator* *Legendary*
2. How do you perceive she valued fundraising in higher education?	Fundraising was very important for student success, but she will also make sure whoever she was working with, Jerry Sue would make sure they got equal benefit out of a venture or equal recognition, sharing the credit. Jerry has been the greatest testament to that I have ever known. I often cite her when I am giving speeches on how effective she has been.	Indiana University Foundation Business Model *Fundraising Master* *Grateful* *Persistent* *Respected*
Fundraising Strategies		
1. As president, what were her fundraising strategies?	Relationship building was essential.	CASE Fundraising Model *Collaborator*
Success in Fundraising		
1. Overall, how you would describe Dr. Thornton's success in the fundraising world?	Jerry Sue is a leader extraordinaire. She has the unique ability for people to want to be in her presence. They want to know what she knows and how she does things. She is a people magnet.	CASE Fundraising Model *Service* *Teacher* *Warm* *Wise*
2. What do you perceive as Dr. Thornton's greatest success in leaving a foundational/ fundraising legacy for Tri-C?	Jerry is such a professional. I say this with a smile, but I am so serious. When she wakes up out of the bed but is better than most people with hours of preparation. I call her a generational talent.	CASE Fundraising Model *Legendary*
3. What else would you like to share about Dr. Jerry Sue Thornton?	Jerry Sue and I attended many community events as youngsters. We became friends, and the rest is history.	CASE Fundraising Model *Community Leader*
Themes	**Team player supports students, champion, trustworthiness, dignified, college advocate, influential.**	

Table 4.11.

Sojourner Truth's Portrait

Interview Questions	Secondary Participant #11 – Sojourner Truth Telephone Interview July 16, 2020	Researcher's Observations on Responses
Experiences as President		
1. Describe Dr. Thornton as a president at Cuyahoga.	She worked hard to build a great team. She is very thoughtful and strategic in building teams for effectiveness at Tri-C.	CASE Fundraising Model *Collaborator* *Confident*
2. Describe what skills and abilities you feel were necessary for success as a presidential fundraiser?	She was a master architect in bringing talents together. She had a long-view of what was possible, and she knew how to pull in all the different connecting points to bring those visions to fruition.	Indiana University Foundation Business Model *Legendary* *Motivator* *Respected*
3. Based on your experience with Dr. Thornton, how do you view her understanding of the importance of fundraising leadership?	She never missed an opportunity to reach out to a potential friend of the college who understood who it is we were serving, what our mission was, and how they could invest in that future for students.	CASE Fundraising Model *Grateful* *Honorable* *Persistent*
4. As president how did she tell the story of Tri-C and energize those around her to have an impact on the college in the community?	She leveraged leadership. She was patient and had a long-view of what the college could be.	Indiana University Foundation Business Model *Visionary*

Fundraising Efforts		
1. How did Dr. Thornton interplay fundraising efforts with her other presidential duties and responsibilities?	She was a visionary. She saw what was possible, and understood what was needed. That is a long-term investment in people to have the many programs she had. She received that support because of her relationships.	Indiana University Foundation Business Model *Strategic* *Thoughtful* *Visionary*
2. How do you perceive she valued fundraising in higher education?	You have to bring content to a relationship. Dr. Thornton was not just hanging out with folks. It was a slow, methodical process as to why the work was so important and why it was important to our community.	CASE Fundraising Model *Community Leader* *Passionate*
3. To what extent did she ensure private support has a direct impact on students, faculty, staff, and facilities?	She helped the college realize new facilities, programs, and opportunities for students based on relationships she cultivated and resources she was able to gather.	Indiana University Foundation Business Model *Resourceful* *Inspirational*
4. How do you perceive her fundraising success impacted critical Tri-C communities?	Many times, people see a name associated with a program and do not recognize that goes way, way back to her involvement with individuals to tell the community-college story and to help them to shift their focus to invest in the institution.	CASE Fundraising Model *Passionate* *Community Leader* *Persistent*
5. Do you know how she viewed the staff required for developing a fundraising team?	She provided opportunities through the Mandel Leadership Development Institute where employees could expand their leadership and contribute more to the Tri-C story.	Indiana University Foundation Business Model *Value-Driven* *Strategic*
Fundraising Strategies		
1. As president, what were her fundraising strategies?	She was the star, but she was very humble about letting people know she worked hard to build the team. The foundation evolved under her leadership.	CASE Fundraising Model *Honorable* *Ethical* *Loyal*

2. What strategies did she use to secure public and private fundraising support?	Dr. Thornton's relationship building was essential. Like the Tommy LiPuma Center for Creative Arts, that beautiful building, and all of the investing and pulling together ideas, so that the hundreds of students that benefit from those outcomes, those are lagging measures that had years of leading activities and cultivation. She was staying the course.	Indiana University Foundation Business Model *Collaborator* *Confident* *Motivator*
3. What strategies did she use in securing and maintaining major donors?	The excellence she put together with the foundation leadership team.	CASE Fundraising Model *Visionary*
4. What avenues did she develop to provide flexible and creative ways to raise funds?	She understood the community and who is in the community. She understood who else had similar interests. Not only the local connection but who has a connection with your mission and realizing that the reach is never too far to cultivate.	CASE Fundraising Model *Resourceful* *Service* *Talent-Creator*
5. How do you perceive she built fundraising support?	She made people feel that what they were giving was important and shared how it impacted students. Operating with the highest of standards and accountability was an essential part of how Thornton led and governed.	Indiana University Foundation Business Model *Ethical* *Legendary* *Loyal* *Service*
Factors of Race and Gender in Fundraising		
1. How do you perceive race and gender as factors in the fundraising world?	I always say you can tell a tree by its fruit. People knew who they were working with within fundraising because Cleveland is not that large in the fundraising world. I cannot imagine that they didn't know her.	Indiana University Foundation Business Model *Admired* *Honorable* *Forward-Thinker*
2. Do you know the extent to which Dr. Thornton experienced challenges or roadblocks because of race and gender?	Her results are so powerful, it's hard to detect any roadblocks. So well respected. The darling of the community. Every five years, Tri-C asks the community via ballot whether they will increase or continue to tax themselves making them constantly in a friend-raising mode, so you become iconic in the community.	Indiana University Foundation Business Model *Community and Business Leader* *Effective* *Fearless* *Honorable*

Success in Fundraising		
1. Overall, how you would describe Dr. Thornton's success in the fundraising world?	She went where the money was and recognized the worth and that she belonged there because she had to tell this compelling story.	Indiana University Foundation Business Model *Strategic*
2. To your knowledge, to what extent did she apply a diverse approach to investing in long-term fundraising success?	Strategy and relationships. Knowing where the resources are in the community. She recognized she belonged there because she had to tell this compelling story of the college to the community and corporate leaders.	Indiana University Foundation Business Model *Creative* *Genuine* *Legendary*
3. What do you perceive as Dr. Thornton's greatest success in leaving a foundational/ fundraising legacy for Tri-C?	Because she had such a broad base of allies, friendships, relationships, she could leverage any type of person on behalf of the college. She could pull any type of resource.	Indiana University Foundation Business Model *Collaborator* *Personable* *Motivated*
4.		
Themes	**Educational advocate, entrepreneurial and community-minded, strong, passionate, leader, organizer.**	

Table 4.12.

Plato's Portrait

Interview Questions	**Secondary Participant #12 – Plato Telephone Interview July 16, 2020**	**Researcher's Observations on Responses**
Experiences as President		
1. Describe Dr. Thornton as a president at Cuyahoga.	Perceptions of Dr. Thornton are praiseworthy, and people have great admiration for her.	CASE Fundraising Model *Admired* *Confident* *Honorable*

2. Describe what skills and abilities you feel were necessary for success as a presidential fundraiser?	She had been tremendously successful and been able to do things because of her relationships with organizations, churches, and businesses in the Tri-C area.	CASE Fundraising Model *Honorable* *Ethical* *Legendary*
3. Based on your experience with Dr. Thornton, how do you view her understanding of the importance of fundraising leadership?	She was always able to attract outstanding people to the foundation for the Presidential Scholarship. I think many of them—if not all—gave back their speaker fees to the foundation. I think Oprah did and even matched it, and so did Tony Blair.	CASE Fundraising Model *Innovative* *Persistent* *Thoughtful*
Fundraising Efforts		
1. How did Dr. Thornton interplay fundraising efforts with her other presidential duties and responsibilities?	She was so focused on the mission of the college and the students. There was an overlap in her commitment to both, and everything she did was about the students in the end.	CASE Fundraising Model *Student-Centered* *Teacher* *Respected* *Loyal* *Strong*
2. How do you perceive her fundraising success impacted critical Tri-C communities?	Through the Presidential Scholarship Luncheon, the community knew the tremendous success of this program, which benefits students. She was accountable to the community and the students.	Indiana University Foundation Business Model *Business Leader* *Innovative* *Persistent*
Fundraising Strategies		
1. As president, what were her fundraising strategies?	She has the unique ability to listen to people, and once she did something and laid it out, everyone followed.	Indiana University Foundation Business Model *Collaborator* *Grateful*
2. Tell me how Dr. Thornton changed the perceptions and focus on community college fundraising?	She is a wonderful listener, and she can take what she hears and fold it into goals and plans that make sense for the college.	CASE Fundraising Model *Confident* *Passionate*

3. What strategies did she use to secure public and private fundraising support?	Tri-C has programs all over the county. She made sure every demographic was covered because they have to go out for a ballot issue every five years. Followers believe in Tri-C's mission and its programming. They believe in it, which makes it successful.	CASE Fundraising Model *Leadership-Development* *Reinvesting* *Strategic*
4. How do you perceive she built fundraising support?	She is in a league of her own when it comes to listening and turning what she hears into action. She does it with grace, good humor, and she gives people credit, honors them, and recognizes them for the support they have given her. All these things matter.	CASE Fundraising Model *Legendary* *Loyal* *Value-Driven*
Success in Fundraising		
1. Overall, how you would describe Dr. Thornton's success in the fundraising world?	She had great ideas, like for the Presidential Scholarship Luncheon. She decided instead of honoring her as the new president, let's do something for the students.	Indiana University Foundation Business Model *Global Leader* *Strategic* *Strong*
2. To your knowledge, to what extent did she apply a diverse approach to investing in long-term fundraising success?	She was not shy about her approach. If you were notable, you were asked. She did not discriminate. She was resourceful, and everything was centered on students. She wanted to ensure the student's experiences were beneficial at Cuyahoga.	Indiana University Foundation Business Model *Student-Centered* *Teacher* *Warrior*
3. What do you perceive as Dr. Thornton's greatest success in leaving a foundational/ fundraising legacy for Tri-C?	She is a great leader for many in the community colleges. She has been a first in many aspects, and what she accomplished at Tri-C is phenomenal. She is a trailblazer and widely admired by many.	CASE Fundraising Model *Legendary* *Transformational* *Wise*
4. What else would you like to share about Dr. Jerry Sue Thornton?	As someone who knew her early on in her academic career, she has always been a star.	CASE Fundraising Model *Fearless* *Confident*
Themes	**A national leader and author in higher education, goodness, influential, strategic, ethical, and powerful.**	

Table 4.13.

John D. Rockefeller's Portrait

Interview Questions	Secondary Participant #13 – John D. Rockefeller Telephone Interview July 17, 2020	Researcher's Observations on Responses
Experiences as President		
1. Describe Dr. Thornton as a president at Cuyahoga.	She is a great connector. An ability to bring energy and value to every interaction.	CASE Fundraising Model *Collaborator* *Communicator*
2. Describe what skills and abilities you feel were necessary for success as a presidential fundraiser?	Her reach and network didn't come by accident. She was a student first. Students, college, and community!	CASE Fundraising Model *Mentor* *Personable* *Strong*
3. Based on your experience with Dr. Thornton, how do you view her understanding of the importance of fundraising leadership?	She did a great job of articulating the value of Tri-C, and the confidence would be a return on the investment.	CASE Fundraising Model *Forward Thinker* *Influential*
4. As president how did she tell the story of Tri-C and energize those around her to have an impact on the college in the community?	The foundation board was one of the most prestigious non-profit boards in Northeast Ohio. Investing in education, access to education was important as a community leader.	Indiana University Foundation Business Model *Transparent* *Transformational*
Fundraising Efforts		
1. How did Dr. Thornton interplay fundraising efforts with her other presidential duties and responsibilities?	She was good at what she did and the college brand.	Indiana University Foundation Business Model *Innovative*

2. How do you perceive she valued fundraising in higher education?	She would not ask anybody to do anything she would not do herself. She would wear people out.	Indiana University Foundation Business Model *Hard Working* *Forward-Thinker*
3. To what extent did she ensure private support has a direct impact on students, faculty, staff, and facilities?	Fundraising starts with what's in your heart. If people know your heart was in it, the sale was easy. Everyone benefitted from her hard work and heartfelt efforts.	Indiana University Foundation Business Model *Motivated* *Persistent* *Strong*
4. How do you perceive her fundraising success impacted critical Tri-C communities?	If you don't have a product, it does not work.	CASE Fundraising Model *Collaborator*
5. Do you know how she viewed the staff required for developing a fundraising team?	She was a leader in the framework of education institutions, skillset, drive, ambition, resolve, and leadership. She responsibly ran Tri-C as a business.	Indiana University Foundation Business Model *Strategic*
Fundraising Strategies		
1. As president, what were her fundraising strategies?	The blend of education and the betterment of individuals and generational change. Create something easy to sell.	CASE Fundraising Model *Visionary*
2. What strategies did she use to secure public and private fundraising support?	She was a hard worker, and everyone else wanted to keep up by working just as hard because of her efforts.	CASE Fundraising Model *Warm* *People-Orientated* *Personable*
3. What strategies did she use in securing and maintaining major donors?	She was not afraid to ask for money, and no gift was too small.	CASE Fundraising Model *Fearless*
4. How do you perceive she built fundraising support?	She was always accountable and honest when asking for support.	CASE Fundraising Model *Trustworthy*
Success in Fundraising		
1. Overall, how you would describe Dr. Thornton's success in the fundraising world?	She has a sense of humility and a sense of gratitude. She never had to be the smartest person in the room, even if she was.	CASE Fundraising Model *Humble* *Respected*

2. What do you perceive as Dr. Thornton's greatest success in leaving a foundational/ fundraising legacy for Tri-C?	She is an admired leader and educator. She is a great friend.	CASE Fundraising Model *Strong* *Warm* *Wise*
Themes	**Strategic, business leader, confident, relationship-builder, talent development, and effective.**	

Table 4.14.

Susan B. Anthony's Portrait

Interview Questions	Secondary Participant #14 – Susan B. Anthony Telephone Interview July 17, 2020	Researcher's Observations on Responses
Experiences as President		
1. Describe Dr. Thornton as a president at Cuyahoga.	She was so gracious and had great vision. She was extremely articulate.	CASE Fundraising Model *Grateful* *Genuine*
2. Describe what skills and abilities you feel were necessary for success as a presidential fundraiser?	She was a great communicator. Identified talent. Built a team around her. Financially, academically, very organized. Strong at building an organization.	CASE Fundraising Model *Visionary* *Passionate*
3. Based on your experience with Dr. Thornton, how do you view her understanding of the importance of fundraising leadership?	Early-on support and gained the respect of everyone who crossed her path.	CASE Fundraising Model *Respected* *Honorable*

4. As president how did she tell the story of Tri-C and energize those around her to have an impact on the college in the community?	She understood the needs of the community at all levels. She had that real talent. This was a rustbelt city, and it was transforming when Jerry Sue came to Tri-C.	CASE Fundraising Model *Trustworthy* *Business Leader*
Fundraising Efforts		
1. How did Dr. Thornton interplay fundraising efforts with her other presidential duties and responsibilities?	She built an infrastructure to increase the training at Tri-C. She was very involved in building a program that would provide nursing training to build the talent, a facility, and the pipeline of students to successfully graduate from the program.	Indiana University Foundation Business Model *Innovative* *Creative*
2. How do you perceive she valued fundraising in higher education?	The financial foundation and the whole operation of Tri-C. It expanded to satellite locations that serve the community.	Indiana University Foundation Business Model *Visionary*
3. How do you perceive her fundraising success impacted critical Tri-C communities?	She engaged with Cleveland Public Schools to help where there might be shortfalls to continue that high-school-to-college pipeline.	Indiana University Foundation Business Model *Community Leader*
4. Do you know how she viewed the staff required for developing a fundraising team?	She had the vision for all the things that impacted the positive momentum and real, real legacy for the community.	Indiana University Foundation Business Model *Passionate* *Persistent*
Fundraising Strategies		
1. As president, what were her fundraising strategies?	Confidence that their donation is meaningful. She earned every bit of respect on her own. She is so respected. Being out, engaging with people.	Indiana University Foundation Business Model *Admired* *Dedicated*
2. Tell me how Dr. Thornton changed the perceptions and focus on community college fundraising?	People trusted her, and she gave them that confidence.	CASE Fundraising Model *Honorable* *Trustworthy*

3. What strategies did she use to secure public and private fundraising support?	She executed very well. She had her hand on the pulse of the community. Developing relationships were major for fundraising. She developed them at the highest level and was fearless to reach up to the top-level people in the community.	Indiana University Foundation Business Model *Motivator* *Reinvesting* *Strategic*
4. How do you perceive she built fundraising support?	She gave people the confidence to trust her, so people bought into her vision.	CASE Fundraising Model *Visionary*
5. What strategies did she use to create lasting relationships with individuals, stakeholders, alumni, corporations, foundations, and businesses?	Building a foundation, and not just the foundation for the board, but a solid foundation for Tri-C, one that everyone could benefit from.	Indiana University Foundation Business Model *Loyal* *Legendary* *Persistent*
Success in Fundraising		
1. Overall, how you would describe Dr. Thornton's success in the fundraising world?	She gained the respect of everyone she came in contact with. People were really drawn to her. She had that real talent of success and humbleness.	CASE Fundraising Model *Respected* *Humble* *Legendary*
2. What do you perceive as Dr. Thornton's greatest success in leaving a foundational/ fundraising legacy for Tri-C?	She had the full pages of vision and was a witness that she had accomplished the goals for the community.	CASE Fundraising Model *Community Builder* *Advocate*
3. What else would you like to share about Dr. Jerry Sue Thornton?	I joined the board on the second request because I believed in the mission of the college and the leadership of Dr. Thornton.	CASE Fundraising Model *Inspirational*
Themes	**Strategic, business leader, confident, relationship-builder, talent development, and effective.**	

Table 4.15.

Frederick Douglas' Portrait

Interview Questions	Secondary Participant #15 – Frederick Douglas Zoom Interview July 22, 2020	Researcher's Observations on Responses
Experiences as President		
1. Describe Dr. Thornton as a president at Cuyahoga.	She is a servant-leader and very confident. Very student- and community-oriented, and very engaging and non-threatening. She is what I would call a compassionate leader. You don't have to be loud, but knowledgeable and to recognize that you don't have to be the smartest one in the room.	CASE Fundraising Model *Admired* *Appreciative* *Confident*
2. Describe what skills and abilities you feel were necessary for success as a presidential fundraiser?	Jerry Sue knew what student success looked like. She knew what partnerships looked like.	Indiana University Foundation Business Model *Resourceful* *Visionary*
3. Based on your experience with Dr. Thornton, how do you view her understanding of the importance of fundraising leadership?	Jerry Sue was very engaging with her community and the faculty and staff.	Indiana University Foundation Business Model *Mentor* *Passionate* *Respected*
4. As president how did she tell the story of Tri-C and energize those around her to have an impact on the college in the community?	She had a vision for what she wanted to do and how she was selecting her campus presidents, and she was not afraid to hire people who had different skill sets from hers. She allowed them to bring ideas to the table.	CASE Fundraising Model *Resourceful* *Visionary*

Fundraising Strategies		
1. As president, what were her fundraising strategies?	She recognized early on the level of engagement that needed to occur between being a president of a college and the community.	CASE Fundraising Model *Collaborator* *Confident* *Communicator*
2. Tell me how Dr. Thornton changed the perceptions and focus on community college fundraising?	Early on, presidents were only spending 5% of their time fundraising. Under Jerry Sue, the foundation grew as she recognized the entrepreneurial aspects of the community college system and what they would bring, given the financial constraints.	Indiana University Foundation Business Model *Creative* *Goal-Oriented* *Strategic*
3. What strategies did she use to secure public and private fundraising support?	She brought the corporate college model to the table. Many community colleges thought of themselves as a business, but still maintained the integrity of the student success focus and student outcomes office. Many used this model.	CASE Fundraising Model *Visionary* *Strategic* *Forward-Thinker*
4. What avenues did she develop to provide flexible and creative ways to raise funds?	Jerry Sue had to be strategic, innovative, and creative to build relationships with business and industry and begin to look at what are the needs of the community and how can we meet their needs and not compromise the needs of the student.	Indiana University Foundation Business Model *Innovative* *Resourceful* *Value-Driven*
5. How do you perceive she built fundraising support?	Jerry Sue created a system of sustainability.	Indiana University Foundation Business Model *Transformational*
6. What strategies did she use to create lasting relationships with individuals, stakeholders, alumni, corporations, foundations, and businesses?	As a president, she was able to manage the board. She didn't have to do things alone. She had a strong community.	CASE Fundraising Model *Creative* *Collaborator* *Fearless* *Genuine*
Success in Fundraising		
1. Overall, how you would describe Dr. Thornton's success in the fundraising world?	Jerry Sue's success came with a lot of hard work and continued relationship building.	CASE Fundraising Model *Communicator* *Motivator* *Passionate*

2.	To your knowledge, to what extent did she apply a diverse approach to investing in long-term fundraising success?	She had such a strong relationship with her board when she retired, they were smart enough to keep her on for a few years to make that bridge and continue to bring in resources to the foundation.	CASE Fundraising Model *Collaborator* *Communicator* *Confident* *Effective* *Honorable*
3.	What do you perceive as Dr. Thornton's greatest success in leaving a foundational/ fundraising legacy for Tri-C?	She is a very authentic leader and shares ideas. She understood, developed, and nurtured the culture.	CASE Fundraising Model *Admired* *Coach* *Emulated* *Loyal*
4.	What else would you like to share about Dr. Jerry Sue Thornton?	We served on several boards together, and her leadership was always in demand. Her impact on these organizations was tremendous.	CASE Fundraising Model *Respected* *Value-Driven* *Visionary*
Themes		**A visionary for innovation, education, and student success, tenacious and persistent, people-oriented.**	

Table 4.16.

Coretta Scott King's Portrait

Interview Questions	Secondary Participant #16 – Coretta Scott King Zoom Interview August 8, 2020	Researcher's Observations on Responses
Experiences as President		
1. Describe Dr. Thornton as a president at Cuyahoga.	She was amazing, and to see her leadership up close and personal, it was amazing and life-changing to see her in action. She was kind, humble, and her knowledge-base was phenomenal. From student development, completion, and every in-between, Dr. Thornton was a leading expert in all of those things.	CASE Fundraising Model *Respected* *Transformational* *Innovative* *Persistent*
2. Describe what skills and abilities you feel were necessary for success as a presidential fundraiser?	Her networking capacity. She is a magnet – she draws people to her by her leadership. You recognize her leadership is about service and dedication.	CASE Fundraising Model *Personable* *Thoughtful* *Strong* *Wise* *Warrior*
3. Based on your experience with Dr. Thornton, how do you view her understanding of the importance of fundraising leadership?	She is the epitome of servant-leadership. Her networking capacity across the world. Not limited. A global leader.	CASE Fundraising Model *Modest* *Business Leader* *Grateful* *Persistent*
4. As president how did she tell the story of Tri-C and energize those around her to have an impact on the college in the community?	Focused, intentional, and deliberate method of her leadership.	CASE Fundraising Model *Resourceful* *Strong* *Wise*

Fundraising Efforts		
1. How did Dr. Thornton interplay fundraising efforts with her other presidential duties and responsibilities?	Internship in the foundation office. College pathway programs, all externally funded. Working with external organizations and foundations.	Indiana University Foundation Business Model *Transformational*
2. To what extent did she ensure private support has a direct impact on students, faculty, staff, and facilities?	Characteristics, service to others, helping people to move forward in their living by degrees. A major investor. Personal and professional investing as if the college only served one student.	CASE Fundraising Model *Forward-Thinker* *Strategic*
3. How do you perceive her fundraising success impacted critical Tri-C communities?	Her strategies worked and they were used throughout the college.	CASE Fundraising Model *Consistent* *Creative*
Fundraising Strategies		
1. As president, what were her fundraising strategies?	Everyone wants to be a part of it. There is an expectation to be on the board, it is a working board. She was a leader and didn't talk really loud, but when she speaks, it's outstanding.	CASE Fundraising Model *Visionary* *Thoughtful* *Warm*
2. What strategies did she use to create lasting relationships with individuals, stakeholders, alumni, corporations, foundations, and businesses?	She worked longer and harder than most people did in a week.	CASE Fundraising Model *Fearless* *Effective* *Forward-Thinker*
Factors of Race and Gender in Fundraising		
1. How do you perceive race and gender as factors in the fundraising world?	Under the leadership of Dr. Thornton, there were many African American women in leadership roles.	CASE Fundraising Model *Creative* *Forward-Thinker*

Success in Fundraising		
10. Overall, how would you describe Dr. Thornton's success in the fundraising world?	Before there was Air Jordan, there was Air Thornton. Even though she is not with Tri-C physically anymore, she is with me every day. I carry her on my shoulders and learned so much from her.	Indiana University Foundation Business Model *Admired* *Appreciative* *Business and Global Leader*
11. What do you perceive as Dr. Thornton's greatest success in leaving a foundational/ fundraising legacy for Tri-C?	Her commitment to the community. Relationship building. She moves like air. She calls herself "Air Thornton." Very competitive and loves her sports. She did more in a day than most presidents did in a week.	CASE Fundraising Model *Transformational* *Visionary* *Wise*
12. What else would you like to share about Dr. Jerry Sue Thornton?	She is one of the most beautiful souls I have ever met.	CASE Fundraising Model *Consistent* *Persistent* *Passionate*
Themes	**Warm, wise, unspoken expectations, soft-spoken, family, persistent, and teacher.**	

Description of Document Analysis

This section of the study presents a brief discussion of the source documents reviewed to gain a deeper understanding of the fundraising strategies used by Jerry Sue Thornton. Data was collected from a review of public documents, materials personally obtained from Jerry Sue Thornton, the Tri-C Foundation website, and other public sources such as newspapers in the Cleveland, Ohio area. Additional resources were obtained from the Tri-C Foundation office, including brochures, photos, newsletters, pamphlets, and Tri-C internal documents. Also, Tri-C's general website included resources that were examined for information about the college's fundraising activities. These documents and archived materials were useful in determining Tri-C's approach to fundraising and the resources the institution put forth toward that effort.

Document review provided in-depth information regarding Jerry Sue Thornton and Tri-C's fundraising efforts. Her fundraising strategies were proven through the tremendous success of the foundation. This section provides a historical perspective of the Tri-C Foundation and chronicles the fundraising success of Jerry Sue Thornton.

History of Tri-C and the Tri-C Foundation

Following the creation of the Cuyahoga Community College District by the Cuyahoga County Board of Commissioners, Tri-C was chartered on December 5, 1962, making it Ohio's first and largest public community college. On September 23, 1963, Tri-C opened its doors to some 3,000 full-time and part-time students. It was the largest opening-day enrollment in the history of the junior college movement, which now numbers more than 1.000 two-year colleges across the nation.

Tri-C's founding president, the late Dr. Charles E. Chapman, left Tri-C in 1973. Under Chapman's leadership, enrollment at Tri-C doubled in its second year and tripled in its third. He opened Parma's Western Campus in 1966, Cleveland's Metropolitan Campus in 1968, and created an interim Eastern Campus in Warrensville Township in 1971. Chapman recalled Tri-C's growth following those early years, "There is no way I could have imagined how the college would grow," Chapman said. "I never dreamed of anything like this" (Farkas, 2012).

Following his retirement, Chapman returned to Tri-C to meet with employees, attend graduations, and to record an oral history for the college's 50th anniversary. Realizing Tri-C needed to secure more funding for students, the Tri-C Foundation was established in 1973 as a 501c(3) organization.

The second president was Dr. Nolan M. Ellison, who arrived at Tri-C in 1974. At 33, he was among the youngest college presidents in the United States. Ellison is credited with creating the Tri-C JazzFest, a Cleveland-based college fundraising event that debuted in 1980.

Tri-C's third president, Jerry Sue Thornton, served from 1992 through 2013. In her 21 years as president, Tri-C experienced exponential growth as her leadership provided strategic direction to the annual grants and planning activities of the institution and engaged in securing and enhancing the approximately $20 million of grants and specialized funding obtained by Tri-C each year. According to Thornton,

> With the continued support and confidence of the board of trustees, the college foundation, and the people of Cuyahoga County, it has been my distinct privilege to work with our outstanding faculty and staff to promote student success in collaboration with our community partners.

Thornton provided leadership for the Tri-C Foundation board consisting of more than 50 community and business leaders. The foundation maintained assets of more than $40 million. Under Thornton's leadership, Tri-C's first major giving campaigns raised more than $23 million and secured more than $20 million for Tri-C's scholarship endowment.

Contributing to Thornton's success was the creation of partnerships with key community and business stakeholders. One such partnership Thornton fostered was with Medical Mutual, Ohio's oldest and largest health insurance company. In partnering with Ohio's oldest and largest community college, the Medical Mutual Scholarship Fund was created within the Tri-C Foundation.

Other foundation partnerships, collaborations, and financial support under Thornton's presidency included grants from the Alcoa Foundation for the College's Science, Engineering,

Mathematics, and Aerospace Academy (SEMAA) program, and The Martha Holden Jennings and Thomas H. White foundations. Also, The JPMorgan Chase Foundation provided the Tri-C Foundation with funding to launch Tri-C's Fairfax Freedom Academy, and The Edward A. & Catherine L. Lozick Foundation provided scholarship support for students of Tri-C's Police Academy.

Upon her retirement, the Tri-C Foundation's Spring 2013 newsletter detailed Thornton's achievements during her tenure (Tri-C Give, 2013). According to Jerry L. Kelsheimer, Chairman of the Tri-C Board of Trustees and a member of the Tri-C Foundation board of directors,

> Dr. Thornton has worked tirelessly for more than two decades to shape Cuyahoga Community College as truly a place 'Where futures begin.' With tremendous momentum in place and a new strategic plan now in its final stages of development, she will leave her successor with a strong foundation upon which to continue to build.

Before Thornton arrived at Tri-C, the foundation received funds but did not aggressively fundraise. In recognition of her leadership and dedication to Tri-C, its students, the Tri-C Foundation, and the college community, the Tri-C Foundation established the Dr. Jerry Sue Thornton Scholarship Fund.

Thornton led Tri-C to national prominence while providing high quality, accessible, and affordable educational opportunities and services to Northeast Ohio. Among her career accomplishments:

- Increased enrollment by 40% since 1992 to more than 52,000 college credit and workforce training students each year;
- Led the passage of five tax levies during her tenure, with a resulting $1.7 billion in total revenue to the college;

- Doubled the size of the Eastern Campus, created the Tri-C's fourth campus, Westshore Campus, built the Brunswick University Center, and modernized existing campus buildings to provide students with state-of-the-art facilities;
- Created national Centers of Excellence, including the Tommy LiPuma Center for Creative Arts, the Hospitality Management Center at Public Square, the East Health Careers Technology Building, and the Advanced Technology Training Center;
- Created and expanded distance learning opportunities with more than 800 distance learning courses and 400 hybrid classes offered annually and more than 14,000 students enrolled in online classes each semester.

The Tri-C Foundation's Presidential Scholarship Luncheon

Thornton's leadership also led to a phenomenally successful fundraising event, the Tri-C Foundation's Presidential Scholarship Luncheon. This program was first billed as an inauguration luncheon to celebrate Thornton's arrival at Tri-C, but she had other plans. As a visionary, always looking to the future, she proposed that her inauguration instead become an annual Presidential Scholarship Luncheon to raise funds for student scholarships and gap funding. Her idea of blending the two programs proved a huge success. Thornton approached former board chair, Robert L. Lewis, to be the inaugural luncheon speaker. The first Presidential Scholarship Luncheon took place in October 1992 and raised $45,000. The up to 1,000 community members in attendance at subsequent Presidential Scholarship Luncheons have been treated to an extraordinary compendium of who's who in America. Thornton (2020) detailed the process for her success:

> This first luncheon laid the groundwork for the next program until 2002 when the guest speaker was Oprah Winfrey. Dr. Thornton indicated, 'I read in a national magazine a

> local minister, Rev. Otis Moss, Jr., knew Oprah Winfrey as her spiritual advisor and had donated $1 million to Morehouse College.' Dr. Thornton met with Rev. Moss, Jr. and proposed a partnership and split funding if he secured Oprah as a speaker. It would take three years for Rev. Moss to agree to invite Ms. Winfrey to Tri-C. An agreement [was reached] for a 50/50 split of proceeds from the luncheon – half to student scholarships and half to enhance of Olivet Baptist Church education building.

To Thornton's surprise, the discussion turned into the possibility of Winfrey's agreeing to speak at no cost. Securing Oprah Winfrey as the speaker changed the trajectory of the Presidential Scholarship Luncheon and raised $1.3 million, well beyond expenses for the one-hour event (J. Thornton, 2020).

This milestone year pivoted the Presidential Scholarship Luncheon on a new course to an even greater fundraising goal. Each annual speaker was asked not only to recommend but to assist in securing the following year's speaker – yet another example of Thornton's style of relationship building. After General Colin Power spoke, he recommended Condoleezza Rice present the following year. After Ms. Rice spoke, she recommended and helped to secure Tony Blair the next year.

This was the strategy Tri-C used for the next 15 years to secure some of the top speakers nationally and internationally while adding stature to the Presidential Scholarship Luncheon, notoriety to Tri-C, and raising millions of dollars for student scholarships. Having a signature event, providing a first-class experience for the speaker, and growing the event were hallmarks of the success of the luncheon and have remained so to this day.

The foundation publishes yearly newsletters and brochures. The list of distinguished speakers for the Tri-C Foundation's Presidential Scholarship Luncheon (2018) follows:

- 1992 – Robert L. Lewis – former Tri-C board chair
- 1994 – Mark McCormack – sports agent
- 1995 – Dr. Maya Angelou – poet, author, civil rights activist
- 1996 – Harry Belafonte – singer, songwriter, civil rights activist
- 1997 – Hank Aaron – baseball player
- 1998 – Cokie Roberts – journalist
- 1999 – Senator John Glenn – astronaut, former U.S. senator
- 2000 – Ed Bradley – journalist
- 2001 – Sam Donaldson – journalist
- 2002 – Oprah Winfrey – actress, media mogul
- 2003 – Peter B. Lewis – former chair, Progressive Insurance
- 2004 – Edward Norton – actor, filmmaker
- 2005 – Tim Russert – journalist
- 2006 – Tom Brokaw – journalist
- 2007 – Gen. Colin Powell – former U.S. secretary of state
- 2008 – Bob Costas – sports journalist
- 2009 – George Stephanopoulos – journalist, former U.S. press secretary
- 2010 – Condoleezza Rice – former U.S. secretary of state
- 2011 – Right Honorable Tony Blair – former U.K. prime minister
- 2012 – Madeline Albright – former U.S. secretary of state
- 2013 – William Clinton – former U.S. president
- 2014 – George W. Bush – former U.S. president
- 2015 – Ervin “Magic” Johnson – basketball player
- 2016 – Ted Koppel – journalist
- 2017 – Octavia Spencer – actress

- 2018 – Robert M. Gates – former university president, U.S. secretary of defense
- 2019 – Bill Walton – legendary basketball player

Since its inception in 1992, the Presidential Scholarship Luncheon has raised more than $27 million to benefit Tri-C student scholarships. According to Thornton, "This program required very hard work. Being the 'out-front' person, the spokesperson, the requestor, the solicitor of scholarships, and the face of the foundation demanded a lot of personal time" (J. Thornton, personal communication, 2020). As the primary fundraiser, Thornton used her platform to position Tri-C for success, ultimately for the benefit of the Tri-C Foundation, Tri-C, and Tri-C students.

In July 2013, Dr. Alex Johnson became Tri-C's fourth president. He has led Tri-C to a record number of graduates while strengthening Tri-C's core mission of providing affordable access to higher education. His hiring represented a return to Tri-C as Johnson had previously served as president of Tri-C's Metropolitan Campus from 1993 to 2003.

According to Johnson (2019), Tri-C's endowment has more than doubled in the past six years, going from $39 million to $85 million with each dollar expanding opportunities for students. In recent years, the Tri-C Foundation has secured six gifts of $1 million or more, including:

- $10 million from the Jack, Joseph, and Morton Mandel Foundation to establish Tri-C's Jack, Joseph, and Morton Mandel Humanities Center.
- $1.7 million from KeyBank Foundation to enhance and expand public safety education and training programs.

- $1.25 million from the Lerner Foundation to create a veterans' center.
- More than $1 million from Goldman Sachs for business programming.
- $1 million from The Metro Health System toward a scholarship fund and seed money to open a Tri-C Access Center at MetroHealth's new Institute for H.O.P.E. (Health, Opportunity, Partnership, and Empowerment).
- $1 million from Medical Mutual of Ohio for health career programs, scholarships, and a new career center.

Summary of Major Themes

Analysis of the secondary interviews and document review led to the identification of 12 major themes and 84 broader themes (see Table 20) related to Jerry Sue Thornton's leadership style and fundraising strategies. To further ensure the accuracy of the process, 12 prevalent themes were identified and explained as validation extracted from the 16 secondary participants' interviews and aligning them with Jerry Sue Thornton's fundraising strategies. These 12 major themes were:

1. Leadership – Worked closely with each participant with a strategy to meet the needs of the Tri-C Foundation.
2. Visionary – Planned and was a visionary for the future.
3. Mentor –Trusted advisor for Tri-C and the Foundation.
4. Collaborator – Created joint opportunities for the foundation.
5. Business Leader – Enhanced strategies and impactful in the business community.
6. Dedicated – Devoted to the task of student success at Tri-C
7. Fundraising Master – Skilled and proficient strategies for raising funds.
8. Transformational – Inspired, encouraged, motivated, and innovative.

9. Trustworthy – Truthful and honest.
10. Global Leader – Global strategic thinker, humble, and self-aware.
11. Loyal – Supportive, steadfast, and faithful.
12. Genuine – Authentic, sincere, and real.

During each secondary participant interview, the researcher listened for understanding and extracted these themes from each interview question. The researcher then looked for the frequency and repetition of comments made by all participants to arrive at these 84 broader themes. The themes reflect the richness of her successful fundraising strategies.

Table 4.17.

Alphabetized Matrix of Themes

Achievement	Admiration	Advocate	Altruism	Appreciative	Attitude
Awardee	Background	Bridge-Builder	Business Leader	CEO	Coach
Collaborator	Community College	Community Leader	Confident	Consultant	Consistent
Creative	Cultivate Talent	Dedicated	Delegator	Effective	Emulate
Endowment	Family	Fearless	Fundraising Master	Genuine	Giving Back
Global Leader	Goal-Oriented	Grateful	Higher Education	Honorable	Humorous
Influential	Innovative	Internationally Acclaimed	Inspirational	Ethical	Forward Thinker
Judicial Prudence	Lead by Example	Leadership Development	Leader at her Core	Legendary	Loyal
Mentor	Modesty	Mover & Shaker	Motivation	Opportunity Builder	Organizational Culture
Passion	People-Oriented	Persistent	Personality	Philosophy and Values	Promotes Diversity
Reinvesting	Relationship Management	Respect	Resource Development	Service	Soft Spoken
Strategic	Strengths	Students Needs in Mind	Talent Development	Teacher	Thoughtful
Transformational	Transparent	Trustworthy	Unspoken Expectations	Value-Driven	Visionary
Warm	Warrior	Wise	Work Experience	Workforce Development	Worthy of Praise

These strategies were tested, proven, and implemented under Jerry Sue Thornton's leadership at Tri-C. Her ability to use these strategies solidified Tri-C's sustainable fundraising future as described in Table 20.

This study chronicled the strategies Thornton used as president of Tri-C. In addition to the 84 broader themes, other important aspects of Thornton's leadership style emerged from the

data, including soft-spoken, big-hearted, dedicated, and, entrepreneurial. An example of entrepreneurship as quoted by the secondary participant, Abraham Lincoln, who said, "She has resolve and responsibly ran Tri-C as a business in an entrepreneurial way."

Thornton had a strong belief in the mission of the college. Secondary participant, Amenhotep, III, said,

> Dr. Thornton's personality was a guiding force behind her success. Dr. Thornton was the epitome of a leader who was a visionary and had the ability to convince you to do just about anything. It was hard to say no to her because of the stature of the college.

Secondary participant, John D. Rockefeller stated, "Thornton could walk into a room and make everyone feel important."

Fundraising strategies were explored in this study by analyzing the experiences of Thornton while serving 21 years as president of Tri-C. The methodology of portraiture helped this qualitative study to develop a picture and understanding of Thornton's successful leadership style, techniques, and strategies and to capture details of her experiences and success.

Summary

The art and science of fundraising leadership were explored by analyzing Thornton's strategies. The qualitative research approach helped to develop a portrait and understanding of her successful fundraising leadership and how she succeeded through the relationships she established, cultivated, and maintained.

According to Kotter (2012), "Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles." Jerry Sue Thornton was a visionary leader during her years at Tri-C. She needed to always align the mission of the institution to the needs of the students. Thornton possessed traits admired and

necessary for all leaders. As indicated by the secondary participant, Coretta Scott King, "She did more in a day than most presidents did in a week."

Chapter 5 concludes with an overview, discussions of all five research questions, Jerry Sue Thornton's fundraising model, alignment of findings with previous research, alignment of Thornton's fundraising strategies with best practices in literature, portraiture revisited, and evaluation of the research design. Implications include practical, implications for leaders, women, institutions, and future research. Finalizing the chapter with a conclusion, summary, and researcher's reflections.

Chapter 5 - Summary Discussion, Conclusions, and Implications

Chapter Overview

The purpose of this study was to explore the fundraising strategies of one African American female president at an urban community college. This qualitative study used portraiture as the research methodology. The art and science of fundraising leadership were explored by analyzing the fundraising strategies of Jerry Sue Thornton while serving as president of Cuyahoga Community College (Tri-C). The qualitative research approach helped to develop a portrait and understanding of the fundraising leadership strategies employed by Dr. Jerry Sue Thornton Lawrence-Lightfoot (1983).

Chapter 5 includes an overview and discussion of all five research questions. Jerry Sue Thornton's fundraising model, alignment of findings with previous research, alignment of Thornton's fundraising strategies with best practices in literature are discussed. The methodology of portraiture was revisited, and an evaluation of the research design was discussed. Chapter 5 also includes the implications include practical, implications for leaders, women, institutions, and future research. Finalizing the chapter with a conclusion, summary, and researcher's reflections.

Jerry Sue Thornton's passion for her work in leadership and student success, as a visionary, mentoring, bridge-building, and coaching her team and members of the donor community, her consistent and persistent forward-thinking mindset, and her modest approach to marketing and public relations to the community, businesses, and governmental units was and still is unmatched. Her unassuming approach toward individuals, boards, and organizational roles within the foundation also are unmatched to this day.

Discussion of Findings by Research Questions

This section of the study contains a discussion on the fundraising strategies used by Jerry Sue Thornton. Data was collected from a review of public documents, materials personally obtained from Jerry Sue Thornton, the Tri-C Foundation website, and other public sources such as newspapers in the Cleveland, Ohio area. Additional resources were obtained from the Tri-C Foundation office, including brochures, photos, newsletters, pamphlets, and Tri-C internal documents. Also, Tri-C's general website included resources that were examined for information about the college's fundraising activities. These documents and archived materials were useful in determining Tri-C's approach to fundraising and the resources the institution put forth toward that effort.

Document review provided in-depth information regarding Jerry Sue Thornton and Tri-C's fundraising efforts. Her fundraising strategies were proven through the tremendous success of the foundation. This section provides a historical perspective of the Tri-C Foundation and chronicles the fundraising success of Jerry Sue Thornton.

Each research question is restated, and a summary answer is presented based on the participant's interviews. The research questions were answered through a complete analysis of the 16 secondary participants and their collective answers to 22 to those research questions. The researcher conducted an interview with Jerry Sue Thornton who provided information into her fundraising strategies and leadership legacy while president at Tri-C.

Based on the qualitative analysis of the responses from primary and 16 secondary participants and the document analysis, it can be concluded that Jerry Sue Thornton developed and routinized several strategies to achieve fundraising success as president of an urban community college.

Research Question 1

Research question one was, *How did the participants describe Jerry Sue Thornton's leadership preparation?* Based on the interview questions, the review of the literature, and the interview with Jerry Sue Thornton, she was very candid about her leadership preparation. Her early education and higher education training experiences prepared her for a leadership role in higher education. She had mentors that supported her educational and career goals. Her leadership success was charted by her upward trajectory in the community college as she moved towards the presidency. As Thornton stated:

> I had already spent seven years as a faculty member in a community college, then succession positions in administration, and then the Ph.D. So, from there, Dr. Brent Knight believed in a lot of professional development. So, we ended up with a varied number of speakers who came to the college. We were exposed to a lot of people in the field who were writing, as well as going to a lot of seminars and workshops. He [Dr. Knight] really did believe in leadership development.
>
> I had leadership skills that could be employed in a large, complex institution due to my degrees, experiences at Triton College [a large, single-campus community college], experience as a president for seven years at Lakewood Community College [now Century College] in Minnesota, experience with a unionized faculty and staff [having served as president of the American Federation of Teachers while on faculty at Triton], and numerous levels of community and civic service on boards. I understood how to work with a board of trustees and a foundation board.

Thornton attributed her success as Tri-C's president to her steadfast commitment to student success and her consistent focus on Tri-C's mission. She also discussed the many

mentors she met along her path as Thornton learned from the best. She was mentored and, in turn, became a mentor herself. The lessons she learned from the leaders in her life continue to be a source of engagement, mutual respect, and genuine love for students and the community college. As she stated,

> You know, I have learned so much from John Roueche in terms of leadership, and it's really about people and how they trust you, how they believe in you, how they believe you have experiences, traits, characteristics that allow you to lead them. I think that is a very important focus. You can put yourself in a title or a position, or you can get elected or selected.

Abraham Lincoln stated,

> She was a leader in the framework of the community college, but she also had the skillset, the drive, the work ethic, and the ambition. She could have been the CEO of many publicly traded companies. She has resolve and responsibly ran Tri-C as a business in an entrepreneurial way.

Jerry Sue Thornton's leadership was established early in her career. Her ability to navigate and position herself for leadership took a tremendous amount of patience and skill.

Research Question 2

Research question 2 was, *How did the participant describe her experiences as a president in the selected urban community college?* This question was answered through the analysis of the interviews and the document review, which led to the identification of 84 broader themes (Table 20). Themes were extracted both from document review and secondary participant interviews and reflect the richness of Jerry Sue Thornton's successful leadership and fundraising strategies during her tenure at Tri-C.

There were many similarities and differences in how secondary participants described her leadership and how Jerry Sue Thornton described herself and her leadership and fundraising strategies. Some of the similarities she and the secondary participants discussed included her ability to build partnerships, create funding resources, and sincerity, her humble and genuine personality, and her love for students. The differences can be described in interviews regarding her modesty concerning her abilities. As Jerry Sue Thornton stated, "I did not do this by myself. I had lots of help." The secondary participant's interviews provided greater detail into her fundraising strategies such as her ability to command a room, the skill in keeping Tri-C mission out front, and her love for mentoring.

As stated by Eleanor Roosevelt, "She was a really great convener. She was a master. She could bring diverse backgrounds of people together and helped people understand their roles." In describing her experiences as a president, Leonardo da Vinci stated, "She is a good thinker, generous, innovative, and a forward thinker."

As president of Tri-C, Thornton described the challenges she faced early on:

> My experiences as the president of Cuyahoga Community College spanned 21 years and included the traditional role of a college president which included 'friend development' and fund development.

Jerry Sue Thornton provided leadership for the Tri-C Foundation board consisting of more than 50 community and business leaders. The foundation maintains assets of more than $40 million. Under Thornton's leadership, Tri-C's first major giving campaigns raised more than $23 million and secured more than $20 million for Tri-C's scholarship endowment.

As president of Tri-C, Jerry Sue Thornton wholeheartedly understood her role and the leadership strategies required to be successful. She understood her role as president was hard

work and that, to be effective, she had to be engaging, honest, and open to communication to build successful relationships around her. She was able to invest both professionally and personally in the growth of her team and her peers. She was very successful in showing everyone the best version of herself.

Research Question 3

Research question three was, *How did the participant perceive the interplay of fundraising efforts and her other presidential duties and responsibilities?* Jerry Sue Thornton was a master at developing relationships through partnerships. It was easy to see how she was able to leverage those relationships to build both prospective and long-lasting funders to Tri-C.

Participants saw the interplay between her leadership as the president and the foundation as intricate and necessary. Frederick Douglas explained, "Early on, presidents were only spending 5% of their time fundraising. Under Jerry Sue, the foundation grew as she recognized the entrepreneurial aspects of the community college system and what they would bring, given the financial constraints."

Secondary participants further explained that Thornton viewed fundraising as an essential role for the president. According to Coretta Scott King, "Her commitment to the community. Her ability to cultivate relationships. She moves like air. She calls herself, 'Air Thornton.' Very competitive and loves her sports. She did more in a day than most presidents did in a week."

Secondary participant, Mother Theresa, stated, "Dr. Thornton was a dynamic leader, and communicating the mission of the college was always at the forefront." From the secondary participant, Martin Luther King, Jr., "Dr. Thornton had exemplary skills in developing relationships, both political and social, and her positive attitude played a part in that." As Thornton herself stated,

> I saw fundraising as one of my presidential duties because it provided the needed financial resources to achieve the strategic directions and goals of the college. Not only did the institution depend on the grants, donations, and contributions that came through the foundation, but it also depended heavily on the passage of a county-wide bond issue for operating funds. Thus, fundraising and leadership of the county bond issue were 'life-line' underpinnings of the college budget and support for its students.

Jerry Sue Thornton had a winning strategy. By extending the brand of Tri-C, she made the college more valuable. The more valuable it became, the more attention it received, and this added attention increased the fundraising visibility and donor support as evidenced by the success of the annual Presidential Scholarship Luncheon fundraiser.

Research Question 4

Research question 4 was, *How did the participant describe her fundraising strategies?* Thornton described her strategies for fundraising as complex because of the many moving parts to being the president and leader of the foundation, including managing internal staff, faculty, and board relationships, always keeping the needs of the students out front, cultivating, and managing and maintaining business, corporate, and community external partnerships. She had to be laser-focused and mission-driven in everything she did to ensure the college's mission was understood and articulated well by everyone at Tri-C, from the janitor to the executive team. She cultivated not only a successful fundraising staff but a foundation board that understood its role concerning fundraising. This is evidenced by her leadership by increasing the foundation board from five 5 members when she arrived at Tri-C to a board of 65 members when she retired.

According to the secondary participant, Mother Theresa, "Dr. Thornton's ability to secure the dynamic speakers for the Presidential Scholarship Luncheon was astounding." As stated by

the secondary participant, Amenhotep, III, "She was very good at securing long-term funding for the institution." According to Thornton,

> Fundraising and foundation work begins with an assessment of the needs of the college versus letting fundraising drive the college direction. Prior to any capital campaign or fundraising outreach, the college community, with leadership by the president and others within the institution, should assess and define the needs of the college that have either no other means of funding or require enhanced funding/matching. Throughout the fundraising process, it is critical that fundraising never becomes a 'driver of the college,' rather, it is a means to support the strategic direction of the institution. The president must be a guardian of the college to prevent the foundation or any donor from infusing funds into the institution for ulterior motives. That is the fastest way to undermine a college and misdirect an institution. The foundation must, at all times, be in sync with the college's direction.

Jerry Sue Thornton's fundraising strategies were successful in her leadership with the Tri-C Foundation. She instinctively knew how to be successful because her leadership skills kicked in immediately, skills the proscribed what to do to gain the trust and respect for success in fundraising when to implement those strategies for success, and how to measure the success of those strategies by the successful partnerships and programs developed and implemented during her presidency.

Research Question 5

Research question 5 was, *How did the participants perceive race and gender as factors contributing to her success in the fundraising world?* Jerry Sue Thornton neither encountered nor perceived any significant challenges regarding race and gender in her role as president at Tri-C.

She did acknowledge those challenges could exist because she was focused on the mission of the college.

About race and gender challenges, secondary participant Sojourner Truth explained, "I always say you can tell a tree by its fruit. People knew who they were working with within fundraising because Cleveland is not that large in the fundraising world. I cannot imagine that they didn't know her." Secondary participant Queen Victoria stated, "I don't feel her being a woman had an impact. People listened to her and respected her." According to Thornton,

> She was focused on communicating the mission of Tri-C to an extent that confidence in her vision and what was good for the students of Tri-C was always at the wheel. She always had a clear understanding of the college's goals and a long-term plan for the foundation.

While some participants did not respond to this question, according to secondary participant, Coretta Scott King, "She broke barriers because of her unique ability to gain respect from all the corners of the community." According to Thornton, she did experience challenges:

> Many of the challenges I experienced as a community college president over those 21 years related to the need for financial resources to achieve the college mission as well as engaging faculty in the transition from teaching and lecturing to teaching and learning with increased involvement of students in the learning process. I also witnessed more involvement by board members in the business of colleges and a push by legislators for more accountability for the expenditure of funds. I also saw a huge shift to the use of technology, whether in the form of digital or virtual [classrooms]. Along with the technology came the need for cybersecurity measures like nothing in the past.

Jerry Sue Thornton is in a class by herself in the world of community college fundraising. Although she experienced no significant challenges with race and gender, this does not mean they did not exist. As previously mentioned in Chapter 2, O'Neil and Scandoval (2018), noted, the world of fundraising has found itself in unfamiliar territory with the #MeToo Movement, a grassroots effort to address inequities and harassment among women in professional arenas.

Also, as stated in Chapter 2 when referencing emerging issues in fundraising, the Harris Poll conducted by *The Chronicle of Philanthropy* and the Association of Fundraising Professionals, one-in-four female fundraisers, and seven percent of male fundraisers have been sexually harassed on the job, however, the poll offers two cautionary notes. As women have been the main target of sexual misconduct in the fundraising arena, leaders are working to create safe workplaces while focusing on the dynamics of gender, power, and donor-recipient relationships inherent to fundraising (O'Neil & Scandoval, 2018).

Portrait of Jerry Sue Thornton's Fundraising Strategies

The portrait of Jerry Sue Thornton had many fundraising strategies that emerged, which included: 1) Building internal and external relationships; 2) Getting to know major fundraisers in the community; 3) Implemented an aggressive marketing and advertising campaign to tout the mission and vision of the institution; 4) Targeted request of donors to address funding gaps for students, facilities, programs; 5) Facilitated aggressive grassroots fundraising and donor campaigns; 6) Leveraged celebrity-endorsed relationships by hosting a major fundraising event; 7) Engaged to forge strong relationships with business and corporations; 8) Engaged alumni and other past donors; 9) Engaged community partners while incentivizing top donors; 10) Exercised judicial prudence; 11) Established donor recognition programs; 12) Increased workplace giving and student participation in fundraising events; 13) Developed solid long-range fundraising

goals; 14) Cultivated donor stewardship programs; and 15) Created opportunities to connect donors to the institution through stories.

The findings from the study contribute to an understanding of the aesthetics of leadership and its importance to the field of fundraising. Thornton set the bar in fundraising leadership while setting a tone for others to follow. She accomplished this through hard work, persistence, leadership, and the ability to listen to others.

Thornton's work in the field distinguished her as a legendary leader and fundraising master, which results in tremendous fundraising success in an urban community college. While I am not her, I can be mindful of her qualities to assist me in my work and my leadership journey.

Figure 10 depicts Thornton's fundraising strategies model, reflecting her leadership style and process to inform leadership decision-making and in contrast to a top-down model (Scott & Scott, 2016). The figure represents the traits and characteristics of Thornton's leadership and fundraising strategies she embodied as she navigated the leadership waters and positioned Tri-C to become the exemplary fundraising community college it is today.

Thornton had tremendous fundraising success Thornton had while president of Tri-C. She was a visionary, forward-thinking, and always looking toward the future by creating a legacy of wealth for students at Tri-C. Thornton was a relationship builder which was exemplified in her ability to assemble a stellar foundation board and the collaborations she created to generate fundraising success. From a personality perspective, she was viewed as kind, giving, personable, and even humorous.

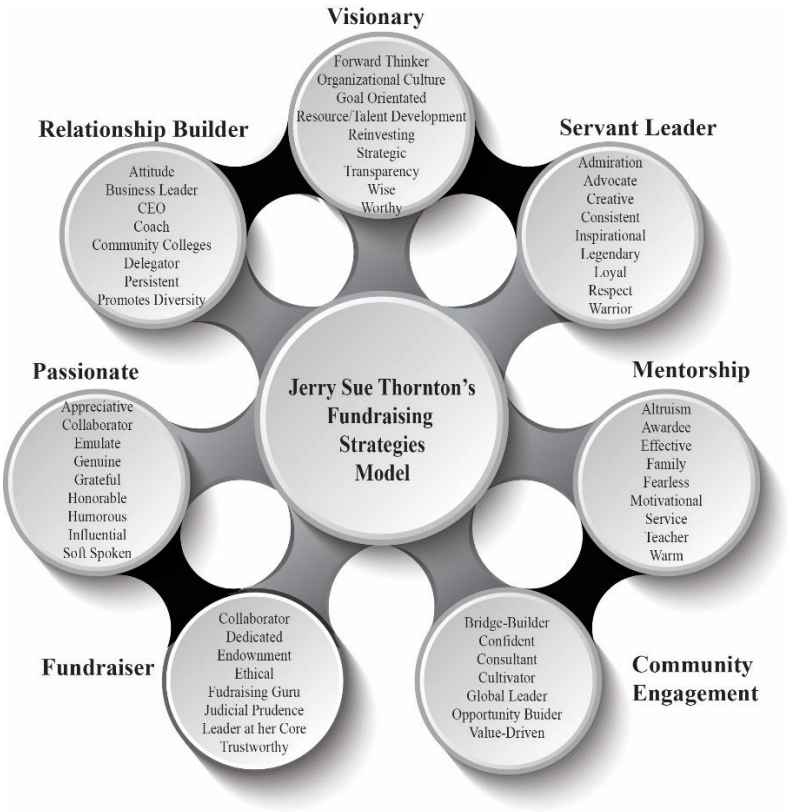
Those within her Tri-C circle and the community knew how passionate she was about students and the Tri-C mission. Her genuine gratefulness and humility were always at the forefront of her style of leadership. Thornton was a servant leader with deep roots in both

advocacy and relationship building. Those who had the opportunity to be in her presence, to work with her, or to receive the generosity of her mentorship are forever grateful for her leadership and the lessons learned. Thornton's mentored many during her presidency. She said,

> I often mentored students who were seeking the presidency. I'd take them with me everywhere, day and night. After those long hours, many of them would say the presidency was not for them. This job is a commitment and a sacrifice; I wanted them to know the pressures that came with the job.

Figure 5.1.

Thornton's fundraising strategies model**.**



Thornton's portrait demonstrates leadership that reflects how she was successful as a coach, mentor, president, and fundraising leader. This model further illustrates the effective traits of a successful African American woman at an urban community college.

The community she served trusted her immensely with their giving because they knew of her loyalty to the mission of Tri-C and its students. She made them believe in that mission, too. She was a people-magnet and the community in which she engaged loved and supported her for more than 20 years. Thornton's reputation and the integrity of the college were extremely important to her because she was the face of the institution. Fundraising was not just an activity, it was a way of life for Jerry Sue Thornton. When she put her mind to something, she accomplished it with excellence and grace. She encouraged donors to give by setting an example in giving her own time and money. She never asked for anything she was not willing to give herself.

Thornton understood that fundraising success is achieved when it delivers on the mission, which was always at the forefront of her leadership. She was a strong advocate for students and the mission of Tri-C. She surrounded herself with a support team that worked hard, but she always outworked them – yet another strategy contributing to her success. Donors always knew and felt connected to the college and its mission because Thornton made sure of it. The Thornton fundraising strategies model highlights the enormity of her leadership, leading to a legacy at Tri-C to benefit students for many years to come.

In the face of financial challenges, public institutions—community colleges in particular—are confronted to raise funds. Thornton's leadership strategies she was a change agent and used her inherent strategies for tremendous, positive success.

Jerry Sue Thornton's portrait as a phenomenal leader with tremendous fundraising success reflects the excellence of which I have had the opportunity to be an eyewitness. She had a clear vision, was courageous, had integrity, honesty, humility, and a clear focus from the day she stepped foot into the doors of Tri-C. She was not intimidated by success and always made room to help others reach their goals while focusing on the mission and vision of Tri-C. She was expedient in her convictions, understood the community college landscape which allowed her to engage for impact because she was proactive and possessed the ability to adapt extremely well. Most of all, she delivered on her promises because she understood her accountability to all of the stakeholders internally and externally. Thornton was laser-focused through her successful fundraising strategies to achieve the result of student success which is the foundation of her leadership.

Alignment of Findings with Previous Research

This section provides a discussion of Thornton's fundraising strategies to align with the conceptual framework. Analysis of the findings revealed both similarities and differences between Jerry Sue Thornton's fundraising strategies and the conceptual frameworks.

In aligning the Thornton fundraising strategies to the conceptual frameworks, the CASE fundraising model The Council for the Advancement and Support of Education (CASE) fundraising model, which includes crucial elements for fundraising leadership for community colleges, was selected as a framework to guide the investigation (CASE, 2013). Table 21 provides highlights of how Jerry Sue Thornton's mission-driven strategy is similar to the CASE model concerning the value of educational fundraising. The principal difference between the Thornton fundraising strategies and the CASE model is that the CASE model focuses on alumni while they were not always at the forefront of the Thornton model, but were engaged.

The second conceptual framework is a business resource model created by the Indiana University Foundation. The five-step model was utilized to engage alumni and friends and to raise, receive, invest, and utilize funds.

In aligning the Thornton fundraising strategies model to the conceptual frameworks, the Indiana University Foundation Business Model as the conceptual framework showcases many fundraising leadership strategies used by Jerry Sue Thornton's (Table 22) fundraising mirror this business model approach. Thornton cultivated partnerships, which led to the success of the Presidential Scholarship Luncheon. The Indiana Model includes resource development, creativity, and ensuring a direct impact on students.

Table 5.1.

Aligning the CASE Framework with Thornton's Fundraising Strategy

CASE Framework	**Thornton Strategy**	**Similar/Different**
Knowing the value of educational fundraising	Thornton's mission-driven strategy of collaboration, resource development, and forward-thinking.	Similar
Knowing the role of alumni	Even though some well-known people attended Tri-C, focusing attention on alumni was not always at the forefront.	Different
Knowing the importance of fundraising leadership staff and in developing a fundraising team	Thornton was a relationship-builder. She knew the value of creating a dynamic fundraising team and understood the importance of the foundation board.	Similar
Changing the perceptions and focusing on the common threads of community college fundraising	Thornton's passion for the community college as a leader exuded excellence. Everything was driven by the college's mission. Community engagement in helping them understand the needs of students was crucial.	Similar

Understanding the unique challenges faced by community college presidents concerning fundraising	Thornton was a servant-leader who was consistent with her messaging, respected, and loyal. Everyone involved with the foundation understood the mission, especially the board.	Similar
Knowing what works and learning from the mistakes of others	Thornton was an excellent fundraiser because of her ability to attract and maintain relationships for the Tri-C Foundation board. Every precaution was taken to avoid mistakes.	Different
Creating opportunities for stakeholders to engage and immerse themselves in the community college culture	Thornton was accomplished through her collaborative efforts, creativeness, and consistency with donors.	Similar
Adapting practices to fit the community college as fundraising is not an exact science	Thornton made fundraising seem effortless. Her ability to motivate, educate, and cultivate fundraising success was exactly because she made it that way through her strategies.	Different

Thornton was resourceful in strategically building wealth through collaborations that were evident by the success of Tri-C capital campaigns, fundraisers, and development efforts. She was creative in how funders played a critical role in the college's successful fundraising events. Jerry Sue Thornton's fundraising strategies are similar to the Indiana Model in several ways. One similarity reflects how she exercised extreme judicial prudence with funders, evidenced by ensuring that every dollar raised went directly to students.

Table 5.2.

Aligning Thornton's Strategies with Indiana University Framework

Indiana Framework	**Thornton Strategy**	**Similar/Different**
Building support and lasting relationships with current and potential supporters	Thornton's relationship-building strategy was evident by her ability to generate fundraising success with the creation of the Presidential Scholarship Luncheon, building a legacy and support simultaneously.	Similar
Raising funds from a variety of resources, including individuals, corporations, foundations, and businesses	Thornton's community engagement and resourcefulness in strategically building wealth through collaborations were evident by the success of Tri-C capital campaigns, fundraisers, and development.	Similar
Providing flexibility and creativity in ways donors can give to meet their needs and goals	Thornton was very creative in her approach and ensure donors could participate in Tri-C student success in a variety of ways. Funders played a critical role in the college's successful fundraising events.	Similar
Applying a diversified approach to investing funds on a long-term basis	Thornton's strategic leadership created lasting wealth for Tri-C. Their endowment has more than doubled in the past six years, growing the college in size, enrollment, and capacity by investing their money wisely.	Similar
Ensuring private support has a direct impact on students, faculty, staff, facilities, and research to impact critically needed areas	Thornton's judicial prudence was evident by ensuring every dollar raised went directly to students. She kept the overhead low and was diligent about communicating with donors to ensure they knew what and where their money was being used for.	Similar

In summary, the Thornton fundraising leadership model revealed both the CASE and Indiana University conceptual frameworks aligned with the strategies she used as president of Tri-C to achieve fundraising success. Thornton's strategies are similar to the CASE model which focuses on generating money by understanding the value of educational fundraising. Thornton's strategy of engaging the community partners and donors to understand the mission of the institution aligns with the CASE model of understanding the unique challenges facing community college presidents concerning fundraising.

Overall, both fundraising models provide an effective tool in interpreting the findings. Each was different, but unique because one focused on the community college and the other focused on the business side of fundraising.

Aligning Thornton's Fundraising Strategies with Best Practices in the Literature

Analysis of the findings from this study revealed that fundraising strategies used by Thornton are aligned with previous research. Bernard Bass, a renowned scholar in leadership studies, stated, "There are almost as many definitions of leadership as there are persons who have attempted to define the concept" (as cited in Wren, 1995, p. 25).

Table 5.3.

Alignment with Thornton's Strategies with Previous Research

Fundraising Strategy	Authors from the Literature
Thornton's relationship-building strategy was evident in her ability to generate fundraising success.	O'Banion (2019); Jackson (2010)
Thornton's ability to leverage celebrity-endorsed relationships by hosting a major fundraising event.	Chen & Wells (1998); Hall (2002); Kelly (1991)
Thornton was setting the standard and creating the template for a best practice in community college fundraising. Her strategies included cultivating donor stewardship programs and Created opportunities to connect donors to the institution through stories.	Cook (1994b); Kippley-Ogman (2018); Miller (1991)
Thornton understood the need to generate funding sources for the community college. She targeted request of donors to address funding gaps for students, facilities, programs;	Boggs & McPhail (2016); Phelan (2014); Roueche, Roueche, & Johnson (2002)
Thornton was a long-range planner. She understood well after she had left the institution she needed to create sustainability in fundraising. She developed solid long-range fundraising goals.	Drezner (2009); Silber (2005); Steinberg & Jacobs (1994)
Thornton understood the challenges in community college fundraising, but her focus was always on the needs of the students. She built internal and external relationships and cultivated donor stewardship programs.	Sampson & Moore (2008)

The theme of Thornton's modesty was prevalent and repetitive throughout the interviews with all participants. Her unselfish leadership and giving of her life were also evident. According to Matteson and Irving, (2006), a leader surrenders personal or professional benefits so that followers, the organization, or mission can be fulfilled or reap an advantage. These were the true characteristics of Jerry Sue Thornton.

Thornton's fundraising strategies model demonstrates her leadership and the connections between actions and fundraising strategies as a part of her portrait. This model further illustrates the phenomenal and effective traits of a successful African American woman at an urban community college.

Portraiture Research Methodology Revisited

The portraiture research approach was used to listen to the stories of participants as the basis for data collection and analysis, allowing the researcher to organize data around Thornton's fundraising strategies. This narrative approach makes this study unique as the story of the primary participant's fundraising leadership pattern and style evolved.

The portraiture research methodology allowed me the opportunity to explore the fundraising strategies of Thornton and other participant's points of view of her leadership. When I first started the research, I had assumptions about the study regarding how portraiture would shape the interviews and provided a basis to understand the connection between the frameworks and the questions. This was not the case. Portraiture was only the foundation to guide the process, the depth and breadth of the process began deeper that than; it began with Thornton's actual story and how it shaped her leadership from a young girl.

Using portraiture principles, as the researcher, I was able to understand the use of voice and the intricate and delicate importance of listening to the story for a story. I was able to learn from Jerry Sue Thornton, there is no one way to become a leader, but there are strategies that can be adopted to assist you in the journey. I was able to learn from the secondary participants and understand Thornton's fundraising strategies through their eyes. They provided an internal and external view of her strategies, leadership, best practices, and overall guidance as she steered Tri-C into its current global fundraising success. The key aspects of portraiture that worked for me

were the use of voice during the interviews, in particular allowing the portraitist to see through new eyes, with the ability to speak on things unnoticed through the backdrops of human experience. This research method helped me to define Jerry Sue Thornton's story –it allowed me to be immersed as a participant in the research too and emerge with a newfound respect and admiration for her leadership as an African American woman and her fundraising strategies.

My objective was to understand the strategies used by Dr. Thornton—the methodology made that possible, in particular when interviewing the 16 secondary participants. Developing a relationship with each interview participant was important. Using my experience as a historical researcher and storyteller, I adopted Lightfoot's suggestions to develop a dialogue with each participant.

Using this approach, I was able to observe how 16 secondary participants told their stories and I listened with the intent of making meaning out of their stories. The very way in which they told me about Thornton told me a great deal about the person, the woman, the leader, the fundraiser, and the genuine mentor who had enlisted them to help her on the mission of creating and generating fundraising and leadership success at Tri-C. The portraiture research approached added richness and context to my experience in conducting the research.

The portraiture research approach allowed me to use multiple sources of data to explore. This three-phase process of aligning the information consistent with the Portraiture principles, organizing the data thematically through an alphabetical chart (Table 20), and coding the data for emergent themes provided the researcher with a comprehensive view of the research approach. Unlike quantitative studies, this method provided an in-depth look into one subject from different perspectives through the lens of Thornton's voice and the voices of the 16 secondary participants.

Practical Implications

When I first launched this study, I only speculated on the significance this study would bear and the benefits of conducting this research. After analysis of the data, I argue there are several areas of practical implications that can be drawn from this study. Importantly, it will add to the literature on the role of educational fundraising at the community college level. Scholars and practitioners also may use study results to gain a broader understanding of and appreciation for women in fundraising.

The research for this study reveals the importance of leadership strategies necessary for success on an executive level in fundraising for a community college. Research also supports previous findings from studies based on leaders in higher education and the community college (see Caboni & Proper, 2007), contributing to the literature in the field of senior-level professionals, which has yet to be established. The research on leadership is boundless and covers an ever-expanding area of theories, styles, and roles. People have studied leadership since ancient times, and philosophers, writers, and scholars, such as Lao-Tsu and Plato, have offered their conjecture on leadership's most salient traits (Wren, 1995). Bernard Bass, a renowned scholar in leadership studies, stated, "There are almost as many definitions of leadership as there are persons who have attempted to define the concept" (as cited in Wren, 1995, p. 25).

Study findings may also be of interest to community college presidents and chief development officers as they look for ways to increase funding streams, maximize faculty, staff, and student involvement, connect and build partnerships, and enhance community and stakeholder participation. Study results will inform foundations and the practice of fundraising at the community college level, which has the potential to maximize fundraising and investment

strategies, generate foundation support, create a process and structure for fundraising revenue, and increase stakeholder participation.

Another significant implication of this study derives from the identification of the transferability of Jerry Sue Thornton's fundraising strategies to sectors outside of higher education. The findings point to a specific set of leadership skills, relationships, and attitudes toward mission and purpose that can be adapted by members of executive teams and fundraising practitioners from any sector. Fundraising is not easy, but a necessity for most organizations that depend on outside financial support. Using Thornton's fundraising strategies as a roadmap, individuals can use her methods to jumpstart their fundraising efforts.

How do we ensure that leadership training modules are being used to train leaders? From the 12 main themes that emerged from this study: leadership; visionary; mentor; collaborator; business leader; dedicated; fundraising master; transformational; trustworthy; global leader; loyal; and, genuine. Each of these themes can be broken down, viewed as single parts of a whole, and, through robust, real-life examples, may keenly though emphatically be introduced into leadership training efforts at the community college level or through institutional leadership training programs at universities.

Implications for Leaders

Strategic leadership matters. Leadership focuses upon the attainment of organizational goals by working primarily with and through people (Wren, 2005). Strategic leaders in the realm of higher education, like other employees in positions of responsibility, should possess positive leadership attributes (Morrill, 2007).

The literature review suggests that boards of trustees play an essential role in fundraising. Although this study did not focus on trustees in fundraising, it signposts the main dimensions of

a fundraising framework and strategies for reflecting on stakeholders' fundraising roles beyond the president's office. Boards of trustees may find this study's findings useful as they ensure their institutions have the necessary resources for strategic resource development and understand how they may collaborate with the president to develop fundraising strategies to assist in generating contributions. According to Haas (2011), board members bring two critical forms of leverage to the process: reach into the community through their spheres of influence and the collective volume of their connections. This research suggests that a simplistic view of focusing solely on the president's fundraising role may be expanded to examine how to nurture and support the fundraising knowledgeability of trustees to advance the institution's mission.

Leaming (2003) proclaimed, "Today's leaders must strive to create consensus if they are to realize their goals, see their visions become reality, and become effective leaders. ...I believe this to be especially true for all of us who are academic leaders" (p. 43).

According to Drezner (2010), as scholars, we must make a strong case for the centralization of our study within the education community. As a community of scholars, we must continue to expand our knowledge and understanding of philanthropy so that our institutions, and others, may continue to benefit from its power. The way to do this is through encouraging and supporting both scholarly and scholar-practitioner research that bridges theory and practice.

Implications for Women

As discussed in Chapter 2, many compelling arguments about the benefits of women in senior leadership roles have been documented (Dezso & Ross, 2011; Joy et al., 2007). Advancing women in leadership roles are not simply for the benefit of women, it is in the best interest of institutions and society overall (Hart, 2006). Successful women do not dream of being

the best in their section or department, their eyes are set on being the best in the state or country, at least, and most want to change the world (Berg, 2019).

It is evident women leaders still have hills to climb, especially in fundraising leadership. Jerry Sue Thornton is an anomaly in the community college and most higher education arenas. Her leadership is a testament to the resilience, fortitude, and tremendous stamina it takes to lead with grace in the field.

Sinclair (2005) pointed out, "Leadership is a bodily practice, a physical performance in addition to a triumph of mental or motivational mastery" (p. 388). What research rarely addresses, however, is the embedded ethical dilemma that presents itself with the intractable under-representation of women leaders in top positions, in light of the research that is to be presented (Nanton, 2015).

The sheer size of the change required to develop gender diversity and to change leadership behaviors no doubt partly explains why top female leadership is moving slowly (Desvaux & Devillard, 2008). Women leaders can add to leadership diversity and make a significant difference in the marketplace. Those institutions and companies that foster women's effective leadership in both practice and gender will gain a unique opportunity and a competitive edge compared to those late to the party. They will find it difficult to acquire such talent as barriers in culture and mindset continue to emerge. Advancing women leaders in today's workplace is a strategic decision.

The future of women as leaders in higher education looks promising. According to Jaschik (2020), women have made incredible progress in higher education. Women worldwide have finally surpassed men in higher education participation, and the growth in female faculty members and doctoral programs will no doubt have positive implications for the future.

Implications for Institutions

Higher education institutions continue to face resource challenges; therefore, leaders who create win-win, long-term relationships of all kinds are highly important (Clevenger, 2014, 2016, 2018). According to Clevenger (2018), academic leaders must convince both internal (professional fundraisers, faculty, staff, and students) and external (alumni and other donors) stakeholders of their long-term vision for the institution. Fundraising success is only achieved if all constituents partner in the effort.

Future leaders will face even greater challenges as a shift in diversity continues to emerge. As stated by Boggs and McPhail,

> As we look to the future of the community college and the challenges and opportunities ahead, we believe its leaders will be managing different types of institutions: the most diverse, complex, and exciting generation of institutions in the history of the American community college. (p. 181)

Future implications must focus on the needs of students, the crucial role of the community college, and the massive impact just a small amount can impact a community college student while focusing on the future.

Implications for Future Research

The future of research in fundraising leadership strategies, although new, can provide significance to the field and add value to the importance of such strategies for success. Based on this study's findings and implications, future research studies are suggested that focus on diversity in higher education diversity and leadership. Best practices in educational fundraising also are suggested as they play a necessary leadership role in higher education institutional advancement.

Implications for future research include, but are not limited to:

- Replicating the use of portraiture as a methodological approach with higher education leaders or fundraisers.
- Using the 84 broader themes as a quantitative survey instrument for distribution to fundraising societies to rank each theme's importance.
- Using the 84 broader themes in a qualitative study through interviews among either professional fundraisers, community college leaders, or higher education development teams.
- Using the 84 broader themes as a quantitative survey instrument with higher education leaders or fundraisers of any background or community college leadership or fundraising teams.
- Conducting a qualitative case-study analysis to determine which themes matter most to study participants.

According to Gaztambide-Fernández et al. (2011), portraiture underscores the deeply self-conscious reflexivity that is central to all qualitative research.

> Ultimately, the pedagogic potential of portraiture as a research methodology lies in the possibility of constructing representations of *truths* that are not only transient and tentative but also incomplete and always already imperfect. This not only requires bracketing of what counts as *truth* but of what it means to search for *authenticity.* (p. 23)

Cronin stated, "leadership strikes many people (and with some justification) as an elusive, hazy and almost mysterious commodity" (as cited in Wren, 1995, p. 29).

> Kotter stated, Leadership isn't mystical and mysterious. It has nothing to do with having *charisma* or other exotic personality traits. It is not the province of a chosen few.

> Nor is leadership necessarily better than management or a replacement for it. Rather, leadership and management are two distinctive and complementary systems of action. Each has its own function and characteristic activities. Both are necessary for success in an increasingly complex and volatile business environment. (as cited in Wren, 1995, p. 114)

The implication of this research extends beyond fundraising, but into other leadership roles such as the presidency at the community-college level. Appreciating the contributions of portraiture as an authentic research method and understanding the nuances of community college leadership and practice in America, portraiture works! As a testament, the leadership and strategies of Thornton, following her enormous fundraising success at Tri-C, made this a phenomenal research study. Through her own words and the comments of secondary interviews, through the lens of portraiture, this study not only brought to bear elements—the 84 broader themes and 12 major themes—of educational leadership and foundation success, it also established portraiture as a thorough, beneficial, and genuine qualitative technique.

Conclusion

The purpose of the study was to study examined the fundraising strategies of one African American female president at an urban community college. Based on the qualitative analysis of the responses from primary and 16 secondary participants and the document analysis, it can be concluded that Jerry Sue Thornton developed and routinized several strategies to achieve fundraising success as president of an urban community college.

Despite the important role community colleges play in higher education, meaningful research focusing on the role of the president in a college's fundraising efforts has been limited. Fundraising in the community college has become a critical component of fiscal leadership for

community college leaders. Decreased funding from local, state, and federal governments create an increased dependency on private funding, requiring educational leaders to be exceptional in their fundraising skills.

From Chapter 2, this study's literature review provided significance to this study through the identification of themes related to leadership strategies in the field of community college fundraising. This study contributes to the literature in the educational fundraising field by showcasing a profile for African Americans and other fundraising and development leaders with diverse backgrounds. Fundraising leaders from all levels can learn from this study, whether analyzing narratives or developing and learning leadership theories or styles.

Leadership Preparation makes a difference. Jerry Sue Thornton's leadership was established early in her career. Her ability to navigate and position herself for leadership took a tremendous amount of patience and skill. Thornton attributed her success as Tri-C's president to her steadfast commitment to student success and her consistent focus on Tri-C's mission. She understands and carefully planned her career path to leadership.

Hard work and relationship building skills are necessary for effective fundraising. Jerry Sue Thornton understood leadership was hard work, in particular, her role as Tri-C president. She had to be effective, engaging, honest, and open to communication to build successful relationships around her. She was able to invest both professionally and personally in the growth of her team and her peers.

The interplay of fundraising efforts and other presidential duties requires a strategic approach. Jerry Sue Thornton had a winning strategy. By extending the brand of Tri-C made the college more valuable. The more valuable it became, the more attention it received, and this

additional attention increased the fundraising visibility and donor support as evidenced by the success of the annual Presidential Scholarship Luncheon fundraiser.

Partnerships are essential to effective fundraising? Jerry Sue Thornton instinctively knew how to be successful because her leadership skills kicked in immediately as she navigated what to do to gain the trust and respect for success in fundraising when to implement those strategies for success, and how to measure the success of those strategies by the successful partnerships and programs developed and implemented during her presidency.

Race and gender are not always perceived as barriers to fundraising efforts. Jerry Sue Thornton perceived no significant challenges regarding race and gender in her role as president at Tri-C. She acknowledged those challenges could exist, but she was focused on the mission of the college. Secondary participants who answered the question saw no barriers to Jerry Sue Thornton where race and gender were concerned, principally because she broke barriers in fundraising with her ability to touch all aspects of the community college at Tri-C.

The findings suggest that Jerry Sue Thornton's major fundraising strategies included:

1. Building internal and external relationships
2. Getting to know major fundraisers in the community
3. Implemented an aggressive marketing and advertising campaign to tout the mission and vision of the institution
4. Targeted request of donors to address funding gaps for students, facilities, programs
5. Facilitated aggressive grassroots fundraising and donor campaigns
6. Leveraged celebrity-endorsed relationships by hosting a major fundraising event
7. Engaged to forge strong relationships with business and corporations
8. Engaged alumni and other past donors

9. Engaged community partners while incentivizing top donors
10. Exercised judicial prudence
11. Established social media responsibility
12. Established donor recognition programs
13. Increased workplace giving and student participation in fundraising events
14. Developed solid long-range fundraising goals
15. Cultivated donor stewardship programs
16. Created opportunities to connect donors to the institution through stories.

The students, community, foundation board, alumnae, and other stakeholders at Tri-C and the greater Cleveland, Ohio community owe a great deal of debt to the fundraising leadership and work of Jerry Sue Thornton. She exemplifies a 20th century African American leader with fundraising success in higher education based on her own merits. Thornton's success projects a sense of hope for the future of fundraising in the community college as they secure financial well-being.

Summary

The art and science of fundraising strategies were explored in this study by analyzing the experiences of Jerry Sue Thornton while serving 21 years as president of Tri-C. The methodology of portraiture helped this qualitative study to develop a picture and understanding of Thornton's successful leadership style, techniques, and strategies and to capture details of her experiences and success.

Lawrence-Lightfoot (1983) discussed the purpose of exploring the importance of research and human subjects.

> Both the artist and social scientist attempt to get close to life. But neither art nor science can present total reality; so, the reader/viewer/audience must be satisfied with the selection and composition of social reality. When scientists or artists carefully choose dimensions on which they will focus, however, they hope to convey something about the broader experience or terrain. (p. 6)

This study chronicled the strategies Thornton used as president of Tri-C. In addition to the 12 major themes and 84 broader themes, other important aspects of Thornton's leadership style emerged from the data, including soft-spoken, big-hearted, dedicated, and, entrepreneurial. An example of her entrepreneurship was quoted by the secondary participant, Abraham Lincoln, who said, "She has resolve and responsibly ran Tri-C as a business in an entrepreneurial way."

Dr. Thornton had a strong belief in the mission of the college. Secondary participant Amenhotep, III, said,

> Dr. Thornton's personality was a guiding force behind her success. Dr. Thornton was the epitome of a leader who was a visionary and had the ability to convince you to do just about anything. It was hard to say no to her because of the stature of the college.

Secondary participant, John D. Rockefeller shared, "Thornton could walk into a room and make everyone feel important."

In the face of financial challenges, public institutions—community colleges in particular—are confronted to raise funds. Thornton exemplified leadership as a change-agent and used her inherent strategies for tremendous positive success.

Understanding the fundraising strategies of a leader on a presidential or CEO level may assist in contributing to further understanding of fundraising in the community college. The characteristics of altruism, her ability to build and cultivate relationships, integrity, humbleness,

and genuine love for students, to name a few, set Thornton's leadership apart from other known cases.

The art and science of fundraising leadership were explored by analyzing the strategies of Jerry Sue Thornton. The qualitative research approach helped to develop a portrait and understanding of her successful fundraising leadership and how she succeeded through the relationships she established, cultivated, and maintained.

According to Kotter (2012), "Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles." Thornton possessed traits admired and necessary for all leaders. As indicated by the secondary participant, Coretta Scott King, "She did more in a day than most presidents did in a week."

Researcher's Reflections

How this methodology was suggested and selected for me was all in divine order. I would be remiss if I did not mention the person who suggested I read, learn, and study Dr. Sara Lawrence-Lightfoot's portraiture methodology for my study, for it was my late, great, mentor, leader, teacher, and friend, Dr. Irving Pressley McPhail. This giant of a man said, "Well, you know I went to Harvard with her [Lightfoot]. You should give her a call, and, by the way, get her book on portraiture." At his strong suggestion, coupled with an Amazon gift card he mailed to me, I purchased the book and reached out to her. While we never spoke, I had never heard of portraiture as a methodology, but according to Dr. Irving McPhail and my chair, Dr. Christine Johnson McPhail, this methodology would fit me, and this study perfectly, and I can honestly and humbly say it did. As a researcher, historian, and storyteller, the idea of telling stories using oral history is one of my passions, and I was excited and eager to learn more.

As I read Dr. Lightfoot's book on portraiture, I began to understand why this methodology was so intricate to my study and how weaving the stories from interviews, coupled with the alignment of the two selected conceptual frameworks on fundraising, helped to lay the case for a timely and significant study on women in leadership with successful fundraising strategies.

I was excited to speak with Jerry Sue Thornton, and during each interview, as I listened intently, I felt like I was talking to a dear friend. As indicated earlier, in the words of Dr. Maya Angelou, "I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." This was so true. Jerry Sue Thornton made me feel important and that my study was important. It was refreshing because I was nervous at first. She understood the pressures of a student on a dissertation journey and was very accommodating. She was genuine and extremely transparent regarding her leadership.

During the research process, I realized just how much I have already been exposed to and immersed in similar fundraising strategies used by Jerry Sue Thornton, such as communication, consistency, creativity, and collaboration, but her strategies were much deeper. They provided insight, and the validation that I was doing something right as a fundraising leader but provided understanding into approaches I still had to learn and implement. What was most helpful, and engaging was during the process of interviewing the 16 secondary participants and listening to stories of how Jerry Sue Thornton built such a strong system of success. She is described as so humble and modest, one would never really know this without speaking to her personally or professionally. I learned this and was the honored recipient of her greatness. I learned by listening to her, that one does not have to be the smartest in the room, listening is the utmost form of flattery, and everyone has a story to tell.

I understand that not all strategies can be implemented at once, or even work for everyone, but having a plan and understanding how to implement that plan is essential to fundraising success. As I reflect on being an African American woman in an urban community college and thinking about my own experiences in fundraising, I am in awe of Jerry Sue Thornton's God-given ability to create such success, but I also understand being in a leadership role comes with a price. It was clear in speaking with her, the price was a sacrifice she was willing to take because her leadership, legacy, and reputation were on the line and everyone was watching.

This study has impacted me greatly, and I am humbled and thankful. I had the awesome opportunity and pleasure of interviewing an African American global giant in the world of community college fundraising and all of the 16 secondary participants who so graciously shared their personal stories to complete the portrait. I am the connoisseur of this study, and I can visualize the complete portrait of this fundraising master. I graciously recognize I stand on the shoulders of greatness and as muscles are flexed by the many great leaders past and present in my life, I get pushed upward towards leadership success and even closer to a future of fundraising excellence.

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Appendix A - Appendix A

The interview questions will use the Four-Phase Interview Protocol Refinement (IPR) Process. The four-phases consist of 1) Ensuring interview questions align with research questions; 2) Constructing an inquiry-based conversation; 3) Receiving feedback on interview protocols; and 4) Piloting the interview protocol (Castillo-Montoya, 2016). The interview question for the major participant was as follows:

Interview Protocol

Primary Participant

Participant: _____

Interviewer: _____

Date, Time and Location of the Interview: _____

Introduction: I'd like to thank you once again for being willing to participate in the interview aspect of my study. As I have mentioned to you before, my study seeks to explore the fundraising strategies of one African American female president at an urban community college. This research aims to document a portrait of your leadership and fundraising strategies in the community college. During our interview, I will be asking you about your upbringing, decision to attend college, the college/university where you are enrolled, your classes, and ideas that you may have about yourself and your community (i.e. family, neighborhood, etc.). What we discuss will be audio-recorded and later transcribed. I will be asking you to review the transcription with the notes I make regarding my understanding of what you say. I must be representing your views. It is also important that the transcription be verbatim so that I do not paraphrase something you said with an incorrect interpretation; therefore, please be prepared to see any "uhs" and "ohs" that may be said. This series of questions will be spread out over a few interviews.

Project Overview: The purpose of this study is to explore the fundraising strategies of one African American female president at an urban community college.

Review of Consent Form: I am interested in your thoughts and feelings regarding your leadership experience at the Cuyahoga Community College Foundation. I want to know your

perspective, so please feel free to discuss your views and opinions. As the interview progresses, if at any point you need me to clarify something, you have a question, or you would like to stop the interview, please let me know. There are no right or wrong answers to the questions. Are you ready to begin?

Background and Preparation for Leadership

1) Please describe your preparation for leadership?
2) Tell me about any early experiences and or people who influenced your career choice in educational leadership?
3) What is your leadership philosophy?
4) Have you always had an idea of entrepreneurism?

Experiences as President

1) Describe your experiences as president at Cuyahoga Community College?
2) What skills and abilities do you feel were necessary for you to be a successful president?
3) What changes have you experienced in the role of president from 1992 to 2013?
4) As president, what is your understanding of the importance of fundraising leadership?
5) Your impact on Tri-C and its community is enormous, how can Tri-C continue your legacy of greatness?

Fundraising Efforts

1) What was your relationship with the TRI-C foundation?
2) Tell me how you interplayed fundraising efforts and your other presidential duties and responsibilities?
3) How do you perceive the value of fundraising in higher education?
4) How has fundraising changed in the community college from 1992 to 2013?
5) To what extent did you ensure private support had a direct impact on students, faculty, staff, and facilities?
6) How did your fundraising leadership determine what the critical needs were in the Tri-C communities?
7) How did your fundraising efforts impact those critically needed communities?

Fundraising Strategies

1) What was your fundraising strategies?
2) How did you develop a successful foundation development team?
3) In your work, did you change the perceptions and focus on community college fundraising? Please tell me about it.
4) What advice can you give other leaders to learn from about community college fundraising?
5) What strategies did you use to secure public and private fundraising support?
6) Tell me what strategies you used in securing and maintaining major donors?
7) Describe the avenues you developed to provide flexible and creative ways to raise funds, build support?
8) What strategies did you use to create lasting relationships with individuals, stakeholders, alumni, corporations, foundations, and businesses?

Factors of Race and Gender in Fundraising

1) How do you perceive race and gender as factors in the fundraising world?
2) Did you experience challenges or roadblocks because of your race and gender?
3) Did you experience opportunities?

Success in Fundraising

1) Tell me how you would describe your success in the fundraising world?
2) To what extent did you apply a diverse approach to investing in long-term fundraising success?
3) What do you perceive as your greatest success in leaving a legacy for Tri-C?

Conclusion: This concludes the interview. Is there anything else that you would like to discuss in this interview? Thank you for taking the time to interview today? I will contact you when the transcript is finished for your review of its accuracy.

Appendix B - Secondary Participant Interviewee Questions

The interview questions will use the Four-Phase Interview Protocol Refinement (IPR) Process. The four-phases consist of 1) Ensuring interview questions align with research questions; 2) Constructing an inquiry-based conversation; 3) Receiving feedback on interview protocols; and 4) Piloting the interview protocol (Castillo-Montoya, 2016). The interview question for the major participant was as follows:

Interview Protocol

Secondary Interviewee

Participant: _____

Interviewer: _____

Date, Time and Location of the Interview: _____

Introduction: I'd like to thank you once again for being willing to participate in the interview aspect of my study. As I have mentioned to you before, my study seeks to explore the fundraising strategies of one African American female president at an urban community college. This research aims to document a portrait of your leadership and fundraising strategies in the community college. During our interview, I will be asking you questions about your relationship with and the leadership of Dr. Jerry Sue Thornton, President Emerita of Cuyahoga Community College. What we discuss will be audio-recorded and later transcribed. I will be asking you to review the transcription with the notes I make regarding my understanding of what you say. I must be representing your views. It is also important that the transcription be verbatim so that I do not paraphrase something you said with an incorrect interpretation; therefore, please be prepared to see any "uhs" and "ohs" that may be said. This series of questions will be spread out over a few interviews.

Project Overview: The purpose of this study is to explore the fundraising strategies of one African American female president at an urban community college.

Review of Consent Form: I am interested in your thoughts and feelings regarding Dr. Thornton's leadership at the Cuyahoga Community College Foundation. I want to know your

perspective, so please feel free to discuss your views and opinions. As the interview progresses, if at any point you need me to clarify something, you have a question, or you would like to stop the interview, please let me know. There are no right or wrong answers to the questions. Are you ready to begin?

Experiences as President

1) Describe Dr. Thornton as a president at Cuyahoga.
2) Describe what skills and abilities you feel were necessary for success as a presidential fundraiser?
3) Based on your experience with Dr. Thornton, how do you view her understanding of the importance of fundraising leadership?
4) As president how did she tell the story of Tri-C and energize those around her to have an impact on the college in the community?

Fundraising Efforts

1) How did the participants describe Jerry Sue Thornton's leadership preparation?
2) How do you perceive she valued fundraising in higher education?
3) To what extent did she ensure private support has a direct impact on students, faculty, staff, facilities
4) How do you perceive her fundraising success impacted critical Tri-C communities?
5) Do you know how she viewed the staff required for developing a fundraising team?

Fundraising Strategies

1) As president, what were her fundraising strategies?
2) Tell me how Dr. Thornton changed the perceptions and focus on community college fundraising?
3) What strategies did she use to secure public and private fundraising support?
4) What strategies did she use in securing and maintaining major donors?
5) What avenues did she develop to provide flexible and creative ways to raise funds?
6) How do you perceive she built fundraising support?

7) What strategies did she use to create lasting relationships with individuals, stakeholders, alumni, corporations, foundations, and businesses?

Factors of Race and Gender in Fundraising

1) How do you perceive race and gender as factors in the fundraising world?
2) Do you know the extent to which Dr. Thornton experienced challenges or roadblocks because of race and gender?

Success in Fundraising

1) Overall, how you would describe Dr. Thornton's success in the fundraising world?
2) To your knowledge, to what extent did she apply a diverse approach to investing in long-term fundraising success?
3) What do you perceive as Dr. Thornton's greatest success in leaving a foundational/fundraising legacy for Tri-C?
4) What else would you like to share about Dr. Jerry Sue Thornton?

Conclusion: This concludes the interview. Is there anything else that you would like to discuss in this interview?

Thank you for taking the time to interview today? I will contact you when the transcript is finished for your review of its accuracy.

Appendix C - CITI Training Certificate

CITI PROGRAM

Completion Date 04-Nov-2018
Expiration Date 03-Nov-2021
Record ID 29289441

This is to certify that:

Carolyn Carter

Has completed the following CITI Program course:

Students conducting no more than minimal risk research (Curriculum Group)
Students - Class projects (Course Learner Group)
1 - Basic Course (Stage)

Under requirements set by:

National American University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w23dbded9-0096-41e8-85d1-bf4eeb004a4a-29289441

Appendix D - Informed Consent Agreement

A QUALITATIVE STUDY TO EXPLORE FUNDRAISING STRATEGIES OF ONE AFRICAN AMERICAN FEMALE PRESIDENT AT AN URBAN COMMUNITY COLLEGE

INFORMED CONSENT FOR RESEARCH

Proj**ect Title:** Eyewitness to Excellence: A Portraiture Study of an African American Female's Fundraising Success in an Urban Community College

Approval date of project: **Expiration Date of Project:**

Principal Investigator: Carolyn Carter, M.A. 313-421-3870

Purpose of Research:

- The purpose of this study is to explore the fundraising strategies of one African American female president at an urban community college.

What will I have to do?

- Agree to be interviewed about and tell your story of the marital affair. The interview will take about 1 – 1 ½ hour.
- Allow your interview to be audiotaped.

What are the benefits and risks?

Is it private?

- All information we collect for research is confidential.
- The only remaining identifying information will be for those who which to have a summary of the results mailed to them once the study is complete. This information will be kept separate from the transcripts and destroyed once the results are mailed.
- Only individuals involved in the study will have access to confidential files.

Can I quit if I want to?

- Your participation in the interview and study is voluntary. You may choose not to complete the interview and drop out of the study at any time. Simply let me know that you no longer want to participate, and all of your information will be destroyed and not used in the study.

Who should I speak with if I have any questions?

- Should I have any questions about this project or its conduct, I can contact any of the following:

Participant's Agreement and Responsibilities

- I understand this project is research, and that my participation is completely voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time, and stop participating at any time without explanation, penalty, or loss of benefits, or academic standing to which I may otherwise be entitled.
- I verify that my signature below indicates that I have read and understood this consent form, and willingly agree to participate in this study under the terms described and that my signature acknowledges that I have received a signed and dated copy of this consent form.

Participant Name: _____

Participant Signature: _____ Date: _____

Researcher Name: _____

Researcher Signature: _____ Date: _____

Appendix E - Informed Consent Agreement

A QUALITATIVE STUDY TO EXPLORE FUNDRAISING STRATEGIES OF ONE AFRICAN AMERICAN FEMALE PRESIDENT AT AN URBAN COMMUNITY COLLEGE

INFORMED CONSENT FOR RESEARCH

Project Title: Eyewitness to Excellence: A Portraiture Study of an African American Female's Fundraising Success in an Urban Community College

Approval date of project: **Expiration Date of Project:**

Principal Investigator: Carolyn Carter, M.A. 313-421-3870

Purpose of Research:

- The purpose of this study is to explore the fundraising strategies of one African American female president at an urban community college.

What will I have to do?

- Agree to be interviewed about and tell your story of the marital affair. The interview will take about 1 – 1 ½ hour.
- Allow your interview to be audiotaped.

What are the benefits and risks?

Is it private?

- All information we collect for research is confidential.
- The only remaining identifying information will be for those who which to have a summary of the results mailed to them once the study is complete. This information will be kept separate from the transcripts and destroyed once the results are mailed.
- Only individuals involved in the study will have access to confidential files.

Can I quit if I want to?

- Your participation in the interview and study is voluntary. You may choose not to complete the interview and drop out of the study at any time. Simply let me know that you no longer want to participate, and all of your information will be destroyed and not used in the study.

Who should I speak with if I have any questions?

- Should I have any questions about this project or its conduct, I can contact any of the following:

Secondary Interviewee Agreement and Responsibilities

- I understand this project is research, and that my participation is completely voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time, and stop participating at any time without explanation, penalty, or loss of benefits, or academic standing to which I may otherwise be entitled.
- I verify that my signature below indicates that I have read and understood this consent form, and willingly agree to participate in this study under the terms described and that my signature acknowledges that I have received a signed and dated copy of this consent form.

Secondary Interviewee Name: _____

Secondary Interviewee Signature: _____ Date: _____

Researcher Name: _____

Researcher Signature: _____ Date: _____

Appendix F - Transcript Verification Agreement

Title of Project: ***Eyewitness to Excellence: A Portraiture Study of an African-American Female's Fundraising Strategies in an Urban Community College***

Dear Study Participant,

Please review the highlights of our recent interview regarding your experience and relationship with the leadership of Dr. Jerry Sue Thornton and the Cuyahoga Community College Foundation. Please make any notations to content errors to ensure all information is as accurate as possible. Below, indicates your level of approval of your part in the study by initialing the appropriate statement below.

_____ I approve of the interview highlights without changes.

_____ I approve of the interview highlights with noted changes.

_____ I do not approve of the interview highlights.

Please provide your signature below. If you are receiving this form electronically, typing your name below and typing in the date will constitute your signature and date.

_____ _____

(Signature of Research Participant) (Date)

Return this form to Carolyn Carter in person or by e-mail at kemetdesign@aol.com

Sincerely,

Carolyn Carter, Primary Investigator