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Effective Athletic Fundraising Techniques for Non-Scholarship Schools in the United States

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CONCORDIA UNIVERSITY, ST. PAUL

ST. PAUL, MINNESOTA

DEPARTMENT OF KINESIOLOGY AND HEALTH SCIENCES

Effective Athletic Fundraising Techniques for Non-Scholarship Schools in the

United States

A GRADUATE PROJECT

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for the degree of

Master of Sport Management

by

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St. Paul, Minnesota

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Abstract

This study goes into detail about effective athletic fundraising techniques at non-scholarship universities' in the United States. Content analysis was the chosen methodology for the review of the literature due to the amount of information already available. Specifically, the study reviewed athletic fundraising for non-scholarship universities through bonds, grants, sponsorship, alumni donations, and individual team fundraisers. The purpose of this study was to give an overview of fundraising options, possibilities, and examples for the use of athletic directors in non-scholarship university athletic departments. The topic was chosen with the basis of collegiate athletics continuously growing in the United States and with the thought that non-scholarship universities athletic departments (NCAA & NJCAA Division III, NAIA) rely more on fundraising than scholarship giving athletic departments (NCAA & NJCAA Division I, II). The following passage from Tim Weiser (2001), former Athletic Director at Kansas State, puts collegiate athletics, and the need and importance of additional funding for an athletic department in full perspective:

Athletics can be thought of as the front porch of a house. People will often see the university through the athletic program in a way that they might not otherwise see the university. If you drive by a house and you see a front porch that is not well-kept, with shingles falling off, you are likely to draw the conclusion that the rest of the house must also be in bad shape. Conversely, if you have a well-kept front porch, the rest of the university will take on the same image. So when it is done right, athletics give people all across the country the chance to draw very positive conclusions about the rest of the university (Engbers, p. 21 and 22).

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Chapter 1: Introduction

Introduction to the Research Problem

When looking into the aspects of effective and successful athletic fundraising techniques for non-scholarship schools, the researcher found that there are a lot of details that were involved in the research process. By using both qualitative and quantitative data the study performs an in-depth content analysis on the topic to help get a better understanding for what is involved in successful athletic fundraising at a college level within a program that does not offer athletic scholarship. A successful fundraiser must be knowledgeable, well prepared, innovative, and hardworking (Luy, 2007). These attributes, along with specific examples of fundraisers at this level were explored in this study.

Theoretical Framework

Every winning athletic program starts in their athletic department. Each athletic department has leadership, knowledge, values and principles, philosophy, and commitment from its athletic director (Lopiano, 2008). The athletic director must have a vision and plan in place to start working towards success. Fundraising is a big portion of an athletic department's success, and in this study an in-depth content analysis was used to define what goes into an effective fundraising process.

According to Duriau, Reger and Pfarrerr (2007),

Content analysis is a class of research methods at the intersection of the qualitative and quantitative traditions. It is promising for rigorous exploration of many important but difficult-to-study issues of interest to organizational researchers in areas as diverse as business policy and strategy, managerial and organizational cognition, organizational

behavior, human resources, social-issues management, technology and innovation management, international management, and organizational theory. (p. 5)

Aspects in fundraising can include, but are not limited to budgeting, leadership, marketing, managing, networking, recruiting, and technology (Bonn, 2009; Engbers, 2011; Forester, 2015; Hoffman, 2013; Luy, 2007; Mann, 2007). In this study, the researcher investigated the most effective athletic fundraising techniques for non-scholarship universities. Specifically, fundraising sources of bonds, sponsorship, alumni donations from both public and private sectors along with specific examples from non-scholarship colleges in the United States.

Context and Background of the Study

Schools and universities from the National Collegiate Athletic Association (NCAA), National Association of Intercollegiate Athletics (NAIA) and the National Junior College Athletic Association (NJCAA) that do not give athletic scholarships were all viable options to be included in this study. These universities are all located in the United States. The study attempted to examine a broad overview of how fundraising monies are obtained within non-scholarship granting programs. The study also addresses the previous economic success at various non-scholarship granting institutions.

Statement of the Problem

Successful fundraising for an athletics program can be a difficult task. This study helps to identify what it takes to be “successful”. This study investigates effective and successful athletic fundraising techniques for schools that do not give athletic scholarships.

Purpose of the Study

The purpose of this study was to enhance the knowledge and understanding in the subject area of effective and successful athletic fundraising for non-scholarship schools. The body of

knowledge created by this study could offer insight for an athletic director at a NCAA, NAIA, or NJCAA non-athletic scholarship school.

Significance of the Study

According to the National Center for Educational Statistics, there were 4,726 degree granting institutions in United States in 2012-13 (NCES FastFacts, 2017). More specifically, there were 442 NCAA Division III schools (AthNet Sports Recruiting, 2017), 159 NJCAA Division III schools (Member College Directory, 2017), and more than 250 NAIA schools. (About the NAIA, 2017). This number of DIII schools operating in the United States offer an abundance of athletic opportunities for student athletes. These opportunities create a demand. This demand needs leadership and guidance from professional athletic administrators who can effectively fund these non-athletic scholarship athletic programs. In this study, content analysis was used to research successful ways to fundraise for non-athletic scholarship schools. The findings will add insight for an athletic director in leading an athletic department.

Research Question

The research question that guided the current study was “What are effective athletic fundraising techniques for non-scholarship universities within the United States?”

Hypothesis

Based on the literature review, the following hypothesis was established:

H1: Key factors going into successful fundraising at the non-scholarship level will include a variety of skills including; networking, marketing, donations, and the retention of events.

Variables

Variables that were included in the study included the different levels of non-scholarship athletic departments in the United States (independent variable). The levels in this study included, NCAA Division III, NAIA, and NJCAA Division III athletic programs. The dependent variables for the study included items such as “main” goals, budgets, resources, staff size, climate, as well as the conference or division levels.

Biases and Assumptions

Biases about the budget of an athletic department may sway the reader's thoughts about fundraising. It should be known that the researcher has experience in collegiate athletics which has pushed him to believe certain fundraising techniques could be more effective than others. The researcher has witnessed a variety of different golf tournaments being effective fundraisers in the past. Readers' may be swayed that the larger an athletic budget, lesser amounts of fundraising is done at that school. Conversely, the smaller an athletic budget the more fundraising that is done. It was assumed that effective athletic fundraising can add to the value and success of an institution's athletic teams and program.

Limitations

“Although content analysis is increasingly used by management researchers as a tool to analyze text and qualitative data, many researchers are unfamiliar with the various content analysis techniques and how to deal with challenges inherent in its application” (Terry College of Business, n.d.). The study was limited to the material available, and the analysis was conducted within a 15-month timeframe. Information at schools with stronger reputations may appear more important due to the amount of available information, although it may not have been more important than the other schools included in the study.

Organization of the Remainder of the Study

This study considered the overall aspects of effective athletic fundraising within non-scholarship level university programs. The remainder of this paper discusses the methods used, results, and a discussion of the findings. The project concludes with an overview of best practices for effective fundraising within non-scholarship athletic programs.

Definition of Terms

Throughout this paper the term “Non-scholarship school” is used. The following definition is provided to clarify the meaning of this term.

Non-scholarship school: A collegiate institution where the athletic program does not provide athletic scholarships. NCAA D-III and NJCAA D-III by ruling, NAIA by option.

Chapter 2: Review of Literature

Non-Scholarship Schools

The national governing body for intercollegiate athletics is the National Collegiate Athletic Association (NCAA). The blend of academics and athletics at the collegiate level can be a unique item when broken down into divisions. The NCAA has divided its members into three Divisions: I, II and III. Luy (2007) stated,

Division I is focused more on athletic championships and is revenue driven. Division II is a mixture between athletic championships and academic growth. Division III focuses primarily on the academic growth of students, but also recognizes the importance and benefit of intercollegiate athletic competition for student-athletes. The major differences between the divisions usually tends to fall under size of the institution, funding available for the institutions athletic programs, and scholarships. (p. 22)

Fundraising, regardless of the NCAA division, is something that is necessary at each level (Luy, 2007). In the world of collegiate athletics, every school wants to separate themselves from the competition. This can be done by enhancing athletic facilities, improving the number of qualified staff through professional development, adding games and trips, and ultimately obtaining the best recruits for a school's athletic teams. The one common theme in all of this is fundraising. Fundraising is what helps each institution gain a competitive edge over the rest of the pack. Won suggested that "Funding levels, availability and quality of coaches, availability and quality of facilities, and scholarship limitations are generally considered important factors for athletic success" as cited in Lawrence, Li, Regas and Kander (p. 211).

As noted by Engbers (2011), in 2001, former Athletic Director at Kansas State Tim Weiser remarked,

Athletics can be thought of as the front porch of a house. People will often see the university through the athletic program in a way that they might not otherwise see the university. If you drive by a house and you see a front porch that is not well-kept, with shingles falling off, you are likely to draw the conclusion that the rest of the house must also be in bad shape. Conversely, if you have a well-kept front porch, the rest of the university will take on the same image. So when it is done right, athletics give people all across the country the chance to draw very positive conclusions about the rest of the university. (p. 21 and 22)

This study considered effective fundraising techniques for college athletics at the non-scholarship level. Effective was defined as successfully raising funds for the athletic program. It is important to recognize that non-scholarship refers to NCAA and NJCAA Division III athletic programs as well as some NAIA programs. Scottsdale Soccer stated,

Financial Aid and funding differ at the Division III School versus Division I and Division II schools. Student athletes who play their sport at the Division III level do not receive Financial Aid related to their athletic ability. This is a result of their emphasis on the impact of athletics on the players not the spectators, allowing the primary focus to be on academics. Since athletics are funded like any other academic department, their recruiting budget is much lower. Division III schools offer Financial Aid packages in the form of academic scholarships, leadership scholarships, merit-based scholarships, grant money and needs based Financial Aid. A benefit of this structure is that, unlike athletic scholarships, academic scholarships cannot be taken away due to season or career ending injuries, only through the academic non-performance of the awarded scholarship. (para. 17)

Fundraising Sources

“Fundraising can come in various fashions, funds can be generated publicly or privately” (Forester 2015, p. 22). In this section, discussions will include options in which an Athletic Director of a non-scholarship program can go about obtaining funding for his/her programs by looking at examples of both public and private options. Public sources of financing are essentially funded using tax dollars and grants available for non-profits. Private organizations can find funding sources such as grants, sponsorships, and donations funded by for-profit businesses (Forester, 2015). Additional funding can be obtained through ticket sales, merchandise, concession sales, and parking.

Bonds. Bonds are a way the public can finance interscholastic programs. Forester (2015) stated the following:

It is true that general obligation bonds are commonly used as funding sources in school districts, but at times, this may not be a feasible option for the coach or athletic director seeking funds to renovate a weight room or track. (p. 23)

According to Samuelson and Nordhaus; bonds are defined as "an interest bearing certificate issued by a government or corporation, promising to pay interest and to repay a sum of money (the principal) at a specified date" (as cited by Forester, 2015, p. 23). General obligation bonds require voter approval, are linked to property tax increases in most cases, and increase local debt.

Grants.

A better option for fundraising within a university athletic program may be the use of publicly funded grants (Forester, 2015). A grant is simply a financial award given to an eligible individual or entity.

Financing through the public and private sectors can be offered through a variety of grants. Public grants such as governmental grants, funded through the use of federal, state or local taxes, vary in size and scope. Federally funded grants may often have a bigger award. However, with a bigger governmental award comes a more stringent and complicated application system. (Forester 2015, p. 23)

One such example, a healthy behaviors grant, is federally funded and offered through the U.S. Department of Health and Human Services. The goal of the grant is to develop innovative research to identify mechanisms that encourage healthy, sustainable behaviors in children and adolescents (Forester, 2015).

Sponsorship. Sponsorship can be another avenue an athletic director may chose for revenue generation. Cohen suggested that “sports facilities in colleges are commonly named after major donors who may have contributed 30-50% of their construction fees” (as cited by Chen & Zhang, 2011, p. 106). Naming rights, sponsorships on scoreboards, gymnasium walls, in the locker rooms or on the teams’ uniforms, and corporate companies all offered a source of funding.

According to Nike Inc., “Nike, for example, offers product donations to certain nonprofit organizations dedicated to positive social change through sport, play, and/or physical activity” (as cited by Forester, 2015, p. 24). Athletic programs that were able to show how student-athletes' lives are being changed through sport participation may qualify for this award. Nike clearly stated, “the goal of their product donations is not marketing, but rather philanthropy. As a result, the company will not provide direct donations to athletic teams. The emphasis of the program must be positive change for the student-athletes involved” (as cited by Forester, 2015 p. 24). Smaller companies may be more inclined to donate as a source of marketing to benefit

themselves, but bigger companies are looking to donate directly to the student-athletes as their way of giving back to the community.

Alumni Donations. Fundraising can also come in the form of alumni donations or a type of booster club through the institutions athletic program or by a governing body through the school's accounting office. Offering insight into alumni donations, Holquist (2011) stated:

Alumni are the graduates or former students of a particular college or university.

Boosters, on the other hand, have no connection to a school other than their support of its teams. Athletic alumni are a subgroup of all institutional alumni. (p. 17)

Holquist (2011) also suggested that fundraising programs are usually annual giving programs and major fundraising campaigns. Caulkins, et al. (2002) defined an institution's annual giving program as "typically small, unrestricted gifts made on a yearly basis to support annual budgets or general operations (p. 37).

These types of development operations tend to be a minor source of funds, but very important for cultivating alumni as significant future donors. The institution, through these transactions, receives various levels of alumni giving. Major fundraising programs are considered to be "campaigns or organized efforts to raise a specified amount of money for a particular purpose in a specified period of time. (p. 38)

Holquist (2011) cited

Lindahl found two tracks of major donors: one type builds up giving over the years and provides a major outright gift in the later years of life; the other type, perhaps more motivated by the income that a charitable trust or gift annuity provides, will make a

deferred gift in the later years of life regardless of the past outright giving history.

(Lindahl & Conley, 2002).

Meyers (2006) agreed that institutions now are pursuing a relationship with alumni that spans the different stages of their lives. Both of these types of development programs have become important to intercollegiate athletic departments at colleges and universities nationwide (p. 16).

One of the most-often mentioned rules among fundraisers is the 80/20 rule. “This rule states that 80 percent of the funds raised will come from 20 percent of the donors. Increasingly fundraising professionals believe that the 80/20 rule has become the 90/10 rule” (Luy, 2007, p. 26). When speaking about major gifts or donations, programs are influenced by The Rule of Thirds. “This rule is the belief that one-third of your gifts will come from the top ten donors, the next one-third from the next top 100 donors, and the remaining gifts from all other donors” (Luy, 2007, p. 26). The significance of the rule is that fundraisers need to make efficient use of their time.

Regardless of the reasoning or amount the donors give, each donation helps (Luy, 2007). Non-scholarship schools are not creating revenue through television ratings or big endorsement deals so they need to use other ways to success. If a non-scholarship school can rely on loyal donors, it can go a long way in projecting bigger projects such as stadium remodels or renovations and new athletic venues. Ultimately, loyal donors help to build the success of the athletic department.

Effective Athletic Fundraising Examples

Getting deeper into fundraising at the non-scholarship level, the study will look at a more in-house style of fundraising that can be done through the athletic department or each individual

sports team. Forester (2015) mentioned, “Collegiate athletics has gotten so big that bake-sales and carwashes have become irrelevant sources of fundraising due to the time invested and the lack of return that is yielded from them” (p. 22). Engbers (2011) stated that, “Financial management at Division III institutions is different from other divisions. Athletic budgets at the Division III level are included in the institutional budget, like other programs on campus” (p. 52). This shows how athletics is different at non-scholarship universities and fundraising is needed for anything extra. Athletic fundraising at the non-scholarship level can heavily rely on networks, friends, and family as the following examples show.

Carthage College. Robert Bonn, who in 2000 was in his 24th year as athletic director at Division III Carthage College wrote an article on the importance of fundraising. Bonn’s (2009) comments were as follows:

One major special event fundraising project; a golf outing, auction and raffle once per year. We make money at our golf outing through corporate sponsorship not by the number of golfers; however, 144 golfers create a nice atmosphere and make it feel like a special event. We have sponsorship levels ranging from \$250-\$5,000, and offer a special advertising incentive for any sponsor over \$1,000 - advertisements on our indoor arena video display. This has helped us obtain more sponsors this year and elevated many of our lower sponsors to the \$1,000 level. An auction is held after the golf outing where we auction off a variety of donated goods. The coaches are motivated to assist with the auction by donating items they obtain and their program receives the total for which the item sells. We conduct a 50/50 raffle that charges \$100 per ticket with a maximum of 100 tickets, yielding a \$5,000 profit. (para. 5 and 6)

Players and coaches conduct fundraising projects. The most popular have been marathon games; for example, 50 inning baseball/softball games. The players obtain pledges from parents, friends and relatives for a donation per inning or for number of home runs in the game, etc. This type of fundraising involves the students but more importantly reaches out to a group of donors that we would not be able to contact through our normal fundraising efforts.

Each of the ideas detailed by Bonn (2009) allows for teams and players to get involved in the fundraising efforts. This helped to keep family and friends aware and involved in the athletics program, providing a feeling of appreciation from the players and department towards the donors.

Jefferson Community College. Another way to go about this family and friends style of fundraising was demonstrated by Jefferson Community College (JCC), a Division III junior college located in Watertown, New York. The Watertown Daily Times interviewed JCC athletic director Jeff Wiley, and reported:

JCC Athletics has implemented an intimate fundraising program for all sports wherein each athlete requests a sponsorship, from a group of about 10 family members or friends. The money is then used to provide players with equipment extras like warmups, sneakers or shooting shirts. The baseball team uses the funds to help off-set its annual early-season trip to Maryland. It's been pretty successful. Some teams embrace it a little more than others. JCC director of athletics Jeff Wiley said. It's a way to get little extra stuff for the athletes, above and beyond what we can afford to give them. The donations range from \$25 up to \$500 and in return, the sponsor will receive a varying amount of JCC Athletics Merchandise. The smallest donors would receive an item like a water bottle or drawstring bag, while the \$500 sponsors would get a JCC Under Armour jacket, water

bottle, drawstring bag, lawn chair, T-shirt and plaque. Getting (corporate) sponsorships from everybody is kind of a pain and this allows us to work with family and friends Wiley said. They usually come out and watch and they'll wear their Jefferson shirts or sit in the Jefferson chairs. (St. Croix, 2013)

Various Colleges. In personal communication with the Vice President of the NJCAA Division III, Mick McDaniel stated,

A common way of going about fundraising at the non-scholarship level is by individual teams conducting sports camps and clinics. This style of fundraising offers the best profit-margin as most teams can run a camp or clinic without much cost. Teams can offer services of coaches, players, and volunteers while using a university's athletic facilities free of charge. (personal communication, M. McDaniel, June 5, 2016)

This results in a near 100% profit margin for the department or team. When logging onto most collegiate athletic websites there will be a tab or link to find the cost, dates, and details of each specific camp. Often the local papers or news will also advertise sports camps being held in the community. The Pittsburgh Post Gazette (2000) created a chart showing some various sports camps along with cost of attendance, contact information, age groupings and dates from May of 2000 (see Appendix A). This is strictly from the Western Pennsylvania area and if each camp is filled with enough campers it can create a lot of revenue. The significance of the chart is demonstrated if players and coaches can run the camp, at a cost-free facility. That will generate a near 100% profit margin. Even with start-up costs, paying camp counsellors, or renting a facility, camps can be a great way for non-scholarship schools to generate dollars for the athletic department.

Conclusion

The purpose of this chapter was to provide background on prior research and specific examples athletic fundraising. Specifically, athletic fundraising for non-athletic scholarship institutions such as the NCAA and NJCAA Division III were examined. This review of the literature found many how-to suggestions and ideas on how to fundraise revenue necessary for an athletic department to operate. By exploring specific fundraising examples, insight into specific details utilized by athletic directors was gained.

Chapter 3: Methodology

Introduction

This study investigated effective fundraising methods within non-scholarship level university athletic programs. Content analysis was chosen for this study because of the vast amounts of information available on the topic due to previous studies. The study looked at both quantitative and qualitative data in finding the best approach to athletic fundraising within non-scholarship universities.

Research Question

The research question that guided the current study was “What are effective athletic fundraising techniques for non-scholarship universities within the United States?”

Instrumentation

The research conducted in this study was through content analysis. According to Duriau, Reger and Pfarrer (2007),

Content analysis is a class of research methods at the intersection of the qualitative and quantitative traditions. It is promising for rigorous exploration of many important but difficult-to-study issues of interest to organizational researchers in areas as diverse as business policy and strategy, managerial and organizational cognition, organizational behavior, human resources, social-issues management, technology and innovation management, international management, and organizational theory. (p. 5)

With the amount of fundraising done in the past, content analysis was the most effective way to go about the current study.

Ethical Considerations

To follow the proper guidelines of research, the process of this study was reviewed by Concordia, St. Paul Sport Management faculty and found to need IRB approval. Krippendorff (2004) stated,

Qualitative researchers compellingly argue that each body of text is unique, affords multiple interpretations, and needs to be treated accordingly, there is no doubt that the proponents of both approaches sample text, in the sense of selecting what is relevant; unitize text, in the sense of distinguishing words or propositions and using quotes or examples; contextualize what they are reading in light of what they know about the circumstances surrounding the texts; and have specific research questions in mind. (p. 87)

Keeping this in mind, for the reader's knowledge it should be known that prior to considering the findings, the author has experience in athletic and recreation professions. It should also be noted that most information was gathered from peer reviewed articles and not from first hand studies.

Data Collection/Analysis

In this study, information was gathered regarding various non-scholarship athletic programs fundraising strategies within universities across the United States. Google and the Concordia Library Database were the main sources from which data was collected. The reference list at the end of the document shows specific authors and references from which information was gathered from. Various searches were conducted and included the keywords: *fundraising ideas, NCAA division III budgets, non-scholarship level fundraising, and athletic fundraising*. Once the data was collected, it was structured to go from basic ideas on athletic fundraising, into for more specific aspects of athletic fundraising, followed by specific examples and ideas of non-scholarship level athletic fundraising.

Limitations of the Methodology

Content analysis is a purely descriptive method. It describes what is there, but may not reveal the reasoning behind the findings (UC Davis, n.d.). Materials may not be consistent due to the different levels of athletics in the United States. The study purposely limited itself to mainly online sources for convenience and focused on universities in the United States. This analysis was conducted over a 15-month timeframe. Content analysis may not always present itself as an accurate reflection of reality (UC Davis, n.d.).

Conclusion

Athletic fundraising for non-scholarship schools is an integral piece to an athletic program's economic success. Effective fundraising allows an athletic department to be more flexible in regard to spending for its teams. It allows the budget to be adjusted for changes throughout an athletic season (Luy 2007; Engbers 2011). By looking at different athletic departments and organizations across the United States, information was gathered to generate a list of ideas to effectively lead an athletic director to additional funds for his/her programs.

Chapter 4: Data Analysis and Results

Introduction

The reason this study was conducted was to determine what strategies have been found to be most effective when fundraising at this level. After considering a lot of different research and references it was apparent that there are ways to go about athletic fundraising at the non-scholarship level (Forester, 2015; Luy, 2007; Engbers, 2011; Mann, 2007). This section sorted through research to determine what athletic fundraising ideas could be incorporated in non-scholarship athletic departments. This was completed through content analysis of existing research findings and an analysis of best practices.

Data Presented

It is no secret that collegiate athletics is continuously growing and funding sources are becoming increasingly limited. This leaves it up to the department administrators to fundraise to keep moving their programs forward in being successful, winning athletic departments. The only way to move forward and continue towards a winning culture is to continuously have support from donors, acquire new donors and apply new practices to help fundraise (Luy, 2007). According to research from Martinez, Stinson, Kang, and Jubenville (2010) “Athletic performance, most notably football success, has been linked to increased numbers of alumni donors making gifts” (p. 29). Also, Martinez et al. (2010) states, “public institutions and private schools have nearly identical effect sizes, indicating all schools may be influenced by athletic performance” (p. 39). This can lead one to believe that after a successful athletic season would be the ideal time to make a push towards approaching donors or potential donors. Teams can leverage the fact that donors will be helping to build on the recent success, providing donors a sense of established success in their money and importance for their donation.

Next, every athletic program or team has a core group of donors, typically a small group of dedicated and loyal alumni and friends. For fundraising efforts to grow, these donors should be recognized, informed and well taken care of (Forester, 2015). When attempting to acquire new donors Carl Richardson stated that there are Five Eyes of Donor Development:

Identification, Information, Interest, Involvement, and Investment. Donors need to be identified; information about the organization needs to be provided to these potential donors to create interest in the organization. Once interested the individuals will become involved and that means they then have made an investment into the organization. (as cited by Luy, 2007, p. 31)

Consistency of present donors and acquiring new donors are influential in fundraising success (Luy, 2007). An athletic director, booster club or specific team members should always be active in the fundraising process and connect with donors.

The major key finding identified through the literature review when it comes to athletic fundraising is obtaining sponsorships. Whether it be granting the donor naming rights to a field or complex, dressing up your facilities with signs and marketing or just simply using a company's products in exchange for goods or services, these "big" donations play a large impact in an athletic department (Luy, 2007). According to Mann (2007), "when donors see an obvious need for their money, they become more motivated to contribute. Donors feel useful in making a donation that will benefit the recipients" (p. 37). Mann (2007), also stated that, "When a potential donor better understands the need or value for gift, there is an increased likelihood that they will make a gift" (p. 37). After reading these quotes it became evident that if a network or connection was made with potential sponsors, and they became aware of the athletic programs'

needs, then a program was likely to obtain a donation from the sponsor. A key point is to make the sponsor clearly aware of how valuable his/her donation was to the department.

Conclusion

Non-scholarship level athletic fundraising at universities in the United States is a complex topic. Athletic fundraising is important because it builds success of the athletic department and as Weiser stated people will often see the university through the athletic program in a way that they might not otherwise see the university (Engbers, 2011). Several different aspects were found to guide athletic fundraisers into establishing donor development (Luy, 2007. Mann, 2007). Throughout the research, the study has investigated the fundraising options including bonds, grants, sponsorship, alumni donations, and individual team fundraising. The issue that arises is, what approaches and ideas should be used. There is not a clear answer to this question but, one can conclude that a comprehensive amount of time should be spent on fundraising at a non-scholarship level considering every penny will play a significant role. This study will help serve as a guide to athletic directors at non-scholarship level universities across the United States. Even the most knowledgeable athletic directors can use study as a refresher and may gain new approaches to fundraising monies for their athletic departments.

Chapter 5: Discussion and Conclusion

Introduction

The purpose of this study was to research and discover the most effective ways of fundraising dollars for non-scholarship athletic programs in the United States. The basis of the study was a content analysis of athletic fundraising based upon available research from within the past twenty years.

Summary of Results

The results from the study are wide spread. A lot of different options have been explored when it comes to fundraising for a non-scholarship athletic department. Large funding can come from profit and non-profit organizations and typically come through bonds, grants, or alumni donations. Smaller types of funding can be obtained through individual team fundraising. There is not a certain fundraiser that proves to be more effective than another. However, the fundraiser depends upon different factors such as location, demographics, economics, and effort. A few common fundraisers for non-scholarship athletic programs in the United States include golf tournaments, sports camps, family sponsorships, and team sales (as covered in Chapter 2).

Answer to Research Question

Chapter 2 of this document goes into detail about effective fundraising options for non-scholarship universities in the United States. Chapter 4 focused on narrowing the information into who and when funds can be raised. Research shows that after a successful season is a time to reach out to donors. This helps solidify a reason for them to donate. It will allow for more donations, new donors and shows importance in their donation. Showing importance and appreciation for the donations is a vital part in donor retention for the future. Ultimately,

athletic donations largely reference two rules. The Rule of Thirds, where “the belief that one-third of your gifts will come from the top ten donors, the next one-third from the next top 100 donors, and the remaining gifts from all other donors” (Luy, 2007, p. 26). The 80/20 rule, “this rule states that 80 percent of the funds raised will come from 20 percent of the donors. More recently, fundraising professionals believe that the 80/20 rule has become the 90/10 rule” (Luy, 2007, p. 26).

Conclusion

The study shows that effective athletic fundraising at non-scholarship universities in the United States is possible, and takes place all over the country. Donations can come in large sums such as bonds, grants, sponsorships, or alumni donations. They can also come in smaller sums, including various fundraising options discussed earlier in this paper. It is safe to say that every donation, big or small can help an athletic program build and grow to become more significant to its students and staff.

Recommendations for Further Research

After assessing the results of the study, one can be optimistic about athletic fundraising at non-scholarship universities in the United States. A further recommendation would be to go into more detail on specifics of particular fundraisers. Research that would provide more of a how-to guide to specific fundraising would be extremely beneficial. This could help athletic programs delegate who is suited for each portion of the fundraising effort. It would help to provide a timeline, allocate resources, explore ideas for donations and donors, and ultimately draft a successful money maker for athletic programs. An additional study could seek to find if a correlation exists between specific sports teams fundraising and community involvement.

Conclusion to Project

In conclusion, this study was aimed to provide insight to effective athletic fundraising at non-scholarship universities in the United States. The research and results have provided quality insight to where monies can be obtained both publicly and privately. Although this was a broad study, it has provided an in-depth guide to effective athletic fundraising. Lastly, regardless as to what path is taken in regard to athletic fundraising, if quality hardworking people put their minds and efforts to achieving a common goal, it certainly can be attained.

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Appendix A

TABLE A: List of Sports Camp offerings: *Pittsburgh Post – Gazette*. May 19, 2000.

SPORTS CAMPS

Bethany College, Bethany Soccer Camps (www.soccer.bethanywv.edu/camps), 201 Cramblet Hall, Bethany, WV 26032; contact: John Cunningham 304-829-7632; provides a balance of skill, tactile and game experience; ages 8-19; fees: \$330/week; July 9-13, boys and girls, ages 8-12, July 16-20, girls, ages 13-18, July 23-27, boys, ages 13-18.

California University of Pennsylvania, Bill Brown/Camp Excel- Basketball Camp, 250 University Ave., California 15419; contact: Andrew Moore 724-938-4360; features opportunity to work with college coaches and players and learn the fundamentals; fee: \$150/ overnight, \$100/day; June 19-23, 9 a.m.-4:30 p.m. (day).

California University of Pennsylvania, Vulcan Women's Basketball Summer Camp, 250 University Ave., California 15419; contact: Gail Kendall 724-938-4554; features skill development, competitions and games; grades 6-12; fees: \$185/resident, \$150/commuter; July 9-13.

Citiparks Tennis Academy, 800 S. Braddock Ave., Pittsburgh 15221; contact 412-244-4188; location: Schenley Park Tennis Center; features tennis instruction; ages 8-18; fees: vary, sibling discount; June 19-Aug. 11, 9 a.m.-noon.

Duquesne-West Mifflin Boys & Girls Clubs Summer Day Camp, 29 N. Third St., Duquesne 15110; contact: Beatrice Webb 412-466-8262; features arts and crafts, computers, field trips, movies and sports; ages 5-13; fees: \$85/registration, \$15/membership, sessions per day/ week vary; June 19-Aug. 1, 10 a.m.-4 p.m.

Gymkhana Gymnastics, Khids Kamp 2000, The Factory, 7501 Penn Ave., Pittsburgh 15208; contact: Chris Horan 412-247-4800; features gymnastics instruction, obstacle courses, sports activities, mini- theater, parachute play, roller racers and double dare day; ages 3- 6; fees: \$15/registration, \$90/week, sibling discount; summer, 2, 3, or 5 day programs, 9 a.m.-noon.

Joe Krivak Quarterback & Receiver Camp, 12061 Tech Road, Silver Spring, MD 20904; contact: Carol Floyd; 1-800-555-0801; location: Slippery Rock University; features football instruction; ages 10- 18; fees: \$247/day; \$299/overnight; extended care available; scholarships available (waiting list); June 30-July 2.

Nike Sports Camps 2000, contact: 1-800-645-3226; features swim (University of Pittsburgh), girls basketball (Slippery Rock University and West Chester University), girls softball (Slippery Rock University and Owen University), lacrosse (Gannon University), golf (Scally's, Moon and Oglebay, W.Va.), field hockey (Gannon University and University of Pennsylvania) and ice hockey (Bethel Park, Greensburg, Harmarville), volleyball (Duquesne University) ages vary; fees: vary; June-Aug.

Northland Sports Training Center, Gymnastics and Cheerleading, 1628 Middle Road Ext. (Rte. 910), Gibsonia 15044; contact: Kim Good or Dawn Tornese 724-444-3010; features gymnastics, dance, cheerleading; ages 3-high school; fees: \$28/registration, class fees vary; USA Gymnastics Jr. Olympic and USAG Safety certified; June 12- Aug. 26, a.m. and p.m. classes available.

Ozanam Cultural Center, Summer Basketball League, 1833 Wylie Ave., Pittsburgh 15219; contact: Luther Gamble 412-281-4046; features a eight-week basketball league where boys and girls learn techniques and skills; ages 10-17; fees: \$300/team; begins June 26- Aug. 18, 1-8 p.m.

Robert Morris College, Basketball Camp, 881 Narrows Run Road, Coraopolis 15108; contact: 412-262-8310; features basketball camps focusing on shooting, post play, individual skills and kids week; ages grades K-12; fees vary; June 16-30; 9 a. m.-4 p.m.

Sports Gym Camp 2000, The Factory, 7501 Penn Ave., Pittsburgh 15208; contact: Chris Horan 412-247-4800; features local swim club, rock climbing at The Climbing Wall, sports activities, gymnastics instruction, arts and crafts and Olympic Double Dare; ages 6-15; fees: \$15/registration, \$195/week, sibling discount; July 17-21 and July 24-28, 9 a.m.-5 p.m.

Sports International, Jerome Bettis Football Camp (www.footballcamps.com), 12061 Tech Road, Silver Spring, MD 20904; contact: 1-800-555-0801; location: Slippery Rock; features football instruction by college and high school coaches and guest Steeler players; ages 8-18; fees: \$129/registration, \$489/overnight camp, \$379/day camp, \$40 equipment rental if needed; National Camp Association Member; June 17-21.

SportsGymkhana, Inc., 600 Plum Industrial Court, Pittsburgh 15239; contact: Jane Marks 724-325-1700; features gymnastics, dance, magic crafts and snacks; fees: \$85/day plus \$15/membership; June 20- 22 America's Celebration, July 17-21 Insect Mania, July 25-27 Vacation Sensation , 9 a.m.-noon.

Traci Waites Inc., Pittsburgh Panthers Girls Basketball Camp (www.pittsburghpanthers.com), Fitzgerald Field House, Pittsburgh 15261; contact: Kate Galligan 412-648-8360; features individual, team and Lil' Panther camps featuring fundamental and advanced basketball instruction, team games, contests and guest speakers; grades 3-12; fees: vary; Aug. 5-6/team camp, June 18-21/individual camp, June 22-25/Lil' Panther camp.

University of Pittsburgh, 2000 Walt Harris Football Camp, Box 7436, Pittsburgh 15213; contact: Chris LaSala 412-648-8700; features noncontact camp, focus on football fundamentals, individual training, work with the University of Pittsburgh coaching staff and use Pitt football team facilities; ages 12-18; fees: \$175/day, \$260/overnight; June 18-21, 8:30 a.m.-8:30 p.m. (day).

University of Pittsburgh, Kinder Kinetics (www.pitt.edu/~motorb/kk), 160 Trees Hall, Pittsburgh 15261; contact: Jere Gallagher 412- 648-8266; features developmental sports program including swimming, archery, basketball, racquet sport, golf or karate, sports offered vary by age; ages 3-12; fees: registration/\$125, \$125/three weeks, \$225/six weeks, sibling discount; June 19-July 27, Mon.-Thurs., 8:40- 11 a.m.

Western Pennsylvania Baseball Camp, 210 Wyngate Road, Coraopolis 15108; contact: Ray Bosetti 412-264-4721; location: Moon Middle School; features basic baseball fundamentals taught by high school, college and minor league coaches; ages 7-12; fees: \$100/ registration; June 19-23, first week, June 26-30, second week, 9 a.m.-3 p.m.

YMCA, Cloverleaf Area, Baseball Camp, 425 Bliss Drive, Pittsburgh 15236; contact: Daniel Koett 412-653-7115; features boys and girls are taught a noncompetitive approach to baseball with emphasis on skill development and physical fitness; ages 3 1/2-8; fees: \$21/ member, \$29/nonmember; June 20-Aug. 11, 9:30-11:30 a.m.

YMCA, Cloverleaf Area, Cheerleading Camp, 425 Bliss Drive, Pittsburgh 15236; contact Daniel Koett 412-653-7115; features cheerleading, T-shirt and instruction, equipment provided; ages 5- 8; fees: \$21/ member, \$29/nonmember; June 20-July 21 (Tues.-Fri., no class July 4), 2:30-4 p.m.

YMCA, Cloverleaf Area, Soccer Camp, 425 Bliss Drive, Pittsburgh 15236; contact: Daniel Koett 412-653-7115; boys and girls are taught a noncompetitive approach to soccer, emphasizing skill development and physical fitness; ages 3 1/2-8; fees: \$21/member, \$29/ nonmember; June 20-Aug. 11.

YMCA, East Communities, Baseball Camp (ww.pennhillsymca.org), 1817 Frankstown Road, Pittsburgh 15235; contact: Jay Hope 412-795-2600; teaches fundamentals, emphasizing fair play and sportsmanship; ages 6-12; fees: \$35/week/member, \$42/week/nonmember; June 12-16 (ages 6- 8), June 19-23 (ages 9-12), 9:30 a.m.-noon.

YMCA, East Communities, Basketball Camp (ww.pennhillsymca.org), 1817 Frankstown Road, Pittsburgh 15235; contact: Jay Hope 412-795-2600; features teaches fundamentals, emphasizing fair play and sportsmanship; ages 6-12; fees: \$35/week/ member, \$42/week/nonmember; July 10-14 (ages 6-8), July 17 -21 (ages 9-12), 9:30 a.m.-noon.

YMCA, East Communities, Cheerleading Camp,(www.pennhillsymca.org), 11817 Frankstown Road, Pittsburgh 15235; contact: Jay Hope 412-795-2600; teaches fundamentals, emphasizing fair play and sportsmanship; ages 6-9; fees: \$35/week/ member, \$42/week/nonmember; July 17-21, 9:30 a.m.-noon.

YMCA, East Communities, Flag Football Camp,(www.pennhillsymca.org),11817 Frankstown Road, Pittsburgh 15235; contact: Jay Hope 412-795-2600; features teaches fundamentals, emphasizing fair play and sportsmanship; ages 6-9; fees: \$35/week/member, \$42/week/nonmember; Aug. 14-18, 9:30 a.m.- noon.

YMCA, East Communities, Floor Hockey Camp,(www.pennhillsymca.org),11817 Frankstown Road, Pittsburgh 15235; contact: Jay Hope 412-795-2600; teaches fundamentals, emphasizing fair play and sportsmanship; fees: \$35/week/member, \$42/ week/nonmember; ages 6-8, July 24-28; ages 9-12, July 31-Aug. 4, 9:30 a.m.-noon.

YMCA, East Communities, Golf Camp, (www.pennhillsymca.org), 11817 Frankstown Road, Pittsburgh 15235; contact: Jay Hope 412-795-2600; teaches fundamentals emphasizing fair play and sportsmanship; ages 8- 12; fees: \$35/week/member, \$42/week/nonmember; June 26-30, 9:30 a.m.- noon.

YMCA, East Communities, Soccer Camp, (www.pennhillsymca.org), 11817 Frankstown Road, Pittsburgh 15235; contact: Jay Hope 412-795- 2600; features teaches fundamentals, emphasizing fair play and sportsmanship; ages 6-8; fees: \$35/week/member, \$42/week/nonmember; Aug. 7-11, 9:30 a.m.-noon.

YMCA, East Communities, Tennis Camp, (www.pennhillsymca.org), 11817 Frankstown Road, Pittsburgh 15235; contact: Jay Hope 412-795- 2600; features teaches fundamentals, emphasizing fair play and sportsmanship; ages 8-12; fees: \$35/week/member, \$42/week/ nonmember; July 3-7, 9:30 a.m.-noon.

YMCA, North Hills, Swim Lessons, Box 11175, Pine Creek Road, Pittsburgh 15237; contact: Jeff Campbell 412- 364-3404; features swimming instructions; ages 3-12; fees: \$68/member, \$80/nonmember; June 19-Aug. 25.

YMCA, North Hills, Tennis Lessons, Box 11175, Pine Creek Road, Pittsburgh 15237; contact: 412-364-3404; features tennis instruction and playing; ages 6-12; fees: \$68/member, \$80/nonmember.

YMCA, South Hills Area, Cheerleading and Baton Camp, 51 McMurray Road, Pittsburgh 15241; contact: Jackie Beech 412-833-5600; features cheerleading skills and chants, basic baton skills; ages 5-12; fees: \$29/family-member, \$36/youth-member, \$42/nonmember; scholarships available; June 26-July 20, 2:30-5 p.m.

YMCA, South Hills Area, Floor Hockey Camp, 51 McMurray Road, Pittsburgh 15241; contact: Daniel Koett 412-833-5600; location: Upper St. Clair-Johnston School (Wesley Institute); for boys and girls, focus on

passing, shooting, puck control and team play; ages 7-10; fees: \$29/family-member, \$35/youth-member, \$41/nonmember; June 21-Aug. 3, 10:30 a.m.-noon.

YMCA, South Hills Area, Girls Soccer Camp, 51 McMurray Road, Pittsburgh 15241; contact: Daniel Koett 412-833-5600; location: Upper St. Clair/Morton Soccer Field; features emphasis on fun, physical fitness and skills development; ages 4-9; fees: \$39/family-member, \$46/youth-member, \$51/nonmember; July 17-Aug. 10, 2:30-4:30 p.m.

YMCA, South Hills Area, Progressive Swim Program, 51 McMurray Road, Pittsburgh 15241; contact: Marjorie Barnhart 412-833-5600. location: YMCA, Parkway Center Inn, Green Tree, and Keystone Oaks High School; features skill development, strength, endurance and water safety; ages 3-adult; fees vary; May 30-Aug. 8, 9:30 a.m.-1 p.m. and 4-8:30 p.m. (McMurray Road); Mon.-Thurs., June-July, 10 a.m.-noon (Green Tree) and Mon.-Wed., May 22-July 26, 5:30-7:55 p.m. (Keystone Oaks).

YMCA, South Hills Area, Y-Winners Sports Camp, 51 McMurray Road, Pittsburgh 15241; contact: Daniel Koett 412-833-5600; location: Foster School Field/Mt. Lebanon, Washington School Field/Bethel Park, Morton Road Fields/Upper St. Clair; boys and girls are taught a noncompetitive approach to baseball and soccer with emphasis on skill development and physical fitness; ages 3 1/2-8; fees: \$39/ family-member, \$46/youth-member, \$51/nonmember; June 21-Aug. 10, times vary by location.

YMCA, South Hills Area, YBA Basketball Camp, 51 McMurray Road, Pittsburgh 15241; contact: Daniel Koett 412-833-5600; location: Upper St. Clair-Johnston School (Wesley Institute); for boys and girls, focus on passing, shooting, dribbling skills and team play; ages 7-10; fees: \$29/family-member, \$35/youth-member, \$41/ nonmember; June 21-Aug. 3, 10:30 a.m. or 12:30-2 p.m.

YMCA, South Hills Area, YHL Deck Hockey Camp, 51 McMurray Road, Pittsburgh 15241; contact: 412-833-5600; location: Finleyville Deck Hockey Center, Finleyville; features basics of deck hockey with scrimmage at end of session; ages 7-12; fees: \$35/family member, \$42/ youth member, \$48/nonmember; July 3-July 27, Mon., Wed., Thurs. 9:30- 11 a.m.

