

6-11-2020

Fundraising in Academic Libraries: Looking Back and Defining New Questions.

Kathryn Dilworth

Erla Heyns

Follow this and additional works at: https://docs.lib.purdue.edu/lib_fsdocs



Part of the [Library and Information Science Commons](#)

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries.
Please contact epubs@purdue.edu for additional information.

Fundraising in Academic Libraries

Looking back and Defining new Questions

Abstract

This is the first study since the 1990's that solicits information about fundraising activity from a broad representation of academic libraries in the United States. Survey questions were adapted from previous studies to identify how this practice has evolved over the last twenty-five years. Results provide insight into prevalent conditions including the investment made in fundraising, common giving opportunities, the level of involvement of academic partners and leaders and the most common constituency groups who give and volunteer. This high-level view of fundraising activity in academic libraries establishes a foundation that can guide further research on this topic and points to an urgent need to revise academic library fundraising strategies and investment.

Introduction

Fundraising has expanded a great deal in higher education since the 1990s. A recent report of 400 public and private universities included an analysis of the increase in giving over the last thirty years. Academic libraries have had the slowest rate of growth compared to other sub-units on campuses including academic units, faculty/staff, research, public service, the physical plant, student aid and athletics. In fact, this report revealed that philanthropic funding to the academic library has declined over the last ten years (Shaker & Borden, 2020).

The data collected in this study is the first step in understanding why giving to the academic library is declining at a time when funding support is more crucial than ever. The data from this

study is significant because the only data collected on fundraising activities since the 1990's has been in studies conducted with members of the Association of Research Libraries (ARL), which represent only libraries in large, research institutions. Updating this data provides information to improve fundraising practice, and, in addition, provides a foundation from which to pursue more research on this topic. The goal of this study is to update and expand data collected in previous studies, identify and discuss comparisons and change over time, and identify topics for further research on fundraising in academic libraries.

Literature Review

Research on the topic of fundraising for the academic library is not particularly robust, but it has existed since the early 1970's. Eaton (1971) predicted at that time that fundraising would increase as demand for library resources expanded and the need for funding increased. He advised, "...librarians who want to become involved need certain basic information about sources of funds and approaches to prospective donors which they can readily obtain from colleagues and from development office staff members who have been working in the field" (p. 351). This quote suggests that he expected library professionals to be responsible for this task. At the end of that decade, however, research revealed that few librarians wanted to participate in fundraising activities (Breivik & Gibson, 1979, p. 8-9). As demonstrated in the survey results, most fundraising staff are professional fundraisers and not librarians.

Not much more was published on this topic until research began in earnest in the mid-1990's. In a 1994 article in *Library Trends*, Burlingame makes the case for fundraising in the academic library. With costs rising beyond the value of allocated budgets, he identifies fundraising

income as crucial to meeting future needs. The next year he published a book compiled of case studies of successful fundraising efforts in both public and academic libraries. The two cases selected for giving to academic libraries were popular giving options for that time: endowed book funds and a renovation project (1995). Three dissertations on academic library fundraising were also published during this decade. All included a survey of academic libraries on issues related to fundraising. The first in 1994, collected fundraising-related data from academic libraries in public, land-grant institutions. It identified common practices in higher performing libraries. Five conditions emerged as contributors to fundraising success: collaboration with a university development unit, a dedicated budget for fundraising, more fundraisers with more years of experience, engagement with consultants and a robust program with a variety of giving programs. (Heyns, 1994).

A year later, Latour (1995), completed a study of nearly six hundred academic libraries in the United States representing a wide range of higher education institutions. His data reveals a wide variety of fundraising activities in academic libraries at that time in varying degrees of preference. He concludes that two thirds of academic libraries were fundraising, and that most were doing it to assist with the ever-increasing costs of library resources. Respondents reported satisfactory outcomes with most of their fundraising activities. However, the author determined that there was not a single model for success. He explains, "Local conditions are a major determinant of what may or may not be the most appropriate fund raising technique and methods to employ" (Latour, 1995, p. 232). Factors within the institution and outside in the form of donors and potential donors shape the way fundraisers function and how they determine priorities and develop strategies.

The third dissertation on this topic in this decade drilled deeper into data collected by the Association of Research Libraries (ARL) studies of their member libraries to examine the factors that contributed to the highest performing libraries in their institution's capital campaign. Paustenbaugh determined that prestige of the institution was a major contributor to success, and she identified the following factors as a demonstration of that condition: that the academic library was a major focus of the university's capital campaign, that it was included in the prospect management process in the university development program, and that it had a dedicated fundraiser (1999, p. vii-viii).

In addition to librarians, academic library deans/directors are also the subject for much of the research on fundraising. A 2000 survey of academic library deans/directors reported that they had become "active players" in fundraising (Hoffman et al, 2000). A handbook published by the American Library Association (2003), positions the development professional as an integral resource for fundraising success but advises that most large gifts come from donors already connected to the library, and most often when the donor has a strong relationship with the library dean/director. Haung (2006) makes the case for the need for the library dean/director to work with fundraisers to ensure the highest level of success in fundraising. Thompson and Jennings's (2009) tells them how to do it. Titled *More than a Thank you Note: Academic Library Fundraising for the Dean or Director*, the authors, both academic library fundraisers, describe the full scope of fundraising activities and provide instruction for the fundraising process. A recent ARL survey of fundraising activity at its member libraries reported that academic library deans/directors do spend a significant amount of time on fundraising. Respondents reported

that their dean/director spends on average 36% of their time on fundraising activities. This time is most often dedicated to individuals who give the most (Keith et al, 2018, p. 4).

Hodson's (2010) study suggests fundraising is a solution to the rising costs to meet the mission of institutions paired with decreasing support from government stakeholders. Prioritizing operating expenses as a case for giving in the library is common in articles on the topic of fundraising. But, according to a recent study on fundraising activity in higher education, this opportunity does not align with typical donor behavior. Across all giving for higher education, giving to unrestricted causes has decreased significantly over the past thirty years. (Shaker & Borden, 2020). The decrease in giving to academic libraries during this same period suggests that cases for giving need to be better aligned with donor interests. This is the purpose of a 2016 publication that includes models for aligning academic library funding needs to higher education donor interests. It includes success stories from academic libraries across the country (Dilworth & Henzl, 2016).

In 2002, Winston and Dunkley bemoan the fact that, "Of the extensive body of literature on development and fund-raising in academic libraries, the research literature does not address the knowledge and the skill set that librarians need to be effective development officers for their organizations" (p. 172). Data collected from the nonprofit sector demonstrates an increase in the use of professionals who specialize in fundraising (Meshch & Rooney, 2008). The rationale that professionalization will lead to greater fundraising success, however, has only just recently been tested. A 2016 study began by identifying criteria that reflects professional practice. The authors determine five factors that must be met on some level to claim professional fundraising practice. The first is that fundraisers are employees and not volunteers.

The second that there is significant representation of fundraising staff compared to overall staff in the organization. The third that fundraisers are trained for their role. The fourth that external expertise on fundraising be integrated into the activity of fundraising staff, and finally, that leadership of the organization should include fundraising experts. They discovered that organizations that meet these criteria have better fundraising success (Betzler & Gmur, 2016). Regarding the value of job training for fundraising, a 2018 study of over six hundred U. S. nonprofits that specifically asked about the impact of training for fundraising outcomes was able to demonstrate that, “There is a strong correlation between the range of training and educational opportunities afforded to staff and overall fundraising performance. Each additional form of training/education is associated with an increase of \$37,000 in income” (Sargeant et al, 2018, p. 8).

Methodology

A survey was distributed to members of two academic library fundraising associations. The questions were modeled after the survey in the 1994 Heyns dissertation and sought similar information as a 2018 ARL survey conducted for their SPEC Kit series on fundraising in their member libraries (Keith et al). Those and other previous studies are used in comparison to each other in the analysis of the data collected. The intent of this study is to update information on fundraising activity from diverse academic libraries ranging from large to small and public to private. The survey questions cover the following categories:

- Fundraising priorities
- Access to potential donors

- Information about the fundraiser
- Information about other stakeholders who participate in fundraising
- Fundraising activity
- Structure for university development unit
- Institutional support for academic libraries

The survey was distributed to 334 members of two professional associations that support fundraising in the academic library. The Academic Library Advancement and Development Network (ALADN) is open to any professionals involved in academic library fundraising. Development Officers of Research and Academic Libraries (DORAL) is only open to academic library fundraisers whose library is a member of ARL and invests in a full-time fundraiser. Email lists were de-duped, and emails that were determined to be invalid were removed. The total number of survey recipients does not represent the number of individual academic libraries contacted. In the case of ALADN, for example, it is possible for more than one individual from a given institution to be a member. Therefore, attention was paid to verify that no institution had multiple submissions. In anticipation that respondents may not answer all questions, the survey was designed with the capability to skip questions.

The survey was distributed on January 16, 2018, and a reminder was sent on February 2, 2018. Due to lower response than expected, a second distribution occurred on July 16, 2018. The first distribution resulted in 47 partially or fully completed responses of the 63 recipients who began the survey. The second mailing resulted in 30 full or partially completed surveys of the 36

recipients who began the survey. Due to the option to skip questions, the number of responses for individual questions is not consistent across the study. The response rate was 23 percent with 77 total responses. Though the participation was lower than expected, except for the Latour (1995) study, this rate was like previous studies of this kind. Seventy-one percent of the respondents represented public institutions, 26% represented private institutions, and 3% claimed to represent both.

Study Results

Fundraising priorities

Respondents were asked to rank fundraising priorities in their academic library from highest to lowest. Discretionary funding is most often selected at the highest priority. The second highest priority reported is in support of facility construction and renovation. Library materials were reported as the third priority with faculty support and equipment coming in fourth. "Other" was the least selected category, and notes from those answers include tutoring, support for student workers, digital scholarship, digitization, and the university press. No respondents selected funding for additional library staff as a priority.

When asked to rank the form of gift which is the most important for the library, major gifts are reported as the most important. Next in importance is the annual fund followed by deferred gifts and, finally, gifts secured during the capital campaign. Recent data reveals that deferred gifts are becoming more popular and currently make up 9% of all charitable giving. (Dale, 2019). These gifts are motivated by a desire to leave a legacy with an institution. The academic library is an attractive option for a donor with that motivation. In the past, however, academic libraries

did not focus as much on major gifts. The Latour (1995) study found that foundation giving was the most common gift in the 1990s and that major gifts were ranked the 7th most common. At that time, annual book sales were the 3rd most common fundraising income. The shift to major gift focus may have been at the expense of a tradition of strong foundation support for the academic library.

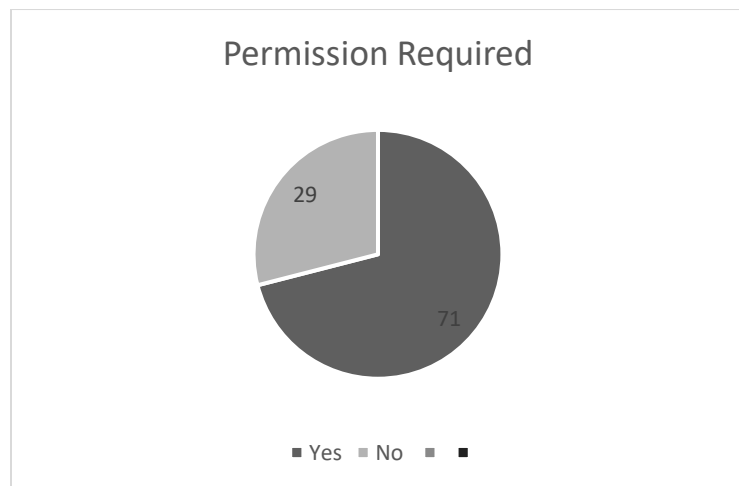
Access to potential donors

University development units often utilize a donor management model that assigns donors and prospective donors to individual fundraisers. This is done to control the level and nature of communication with donors and prospective donors from fundraisers. Without this model, there is a risk of many fundraisers reaching out to the same individuals, which could damage the institution's relationship with that donor. Another reason for the donor management model is to allow individual fundraisers to build strong relationships with a donor or prospective donor. This is important because strong engagement with the institution is a factor in a donor continuing to give and increasing their giving (Brown & Ferris, 2007). However, this model can also have negative outcomes. For example, it reduces the giving opportunities put before a donor. Additionally, since it is common practice in this model to align donors with fundraisers in the college from which they graduated, cases for giving for academic libraries and other non-degree-granting units are not widely shared.

Most (52%) respondents to the survey reported that they were required to seek permission if they wanted to solicit all the alumni of their institution. Permission was required from either the university development unit, the alumni relations division or individual development

officers. Others, however, reported that they do not have to ask for authorization (29%). For those who reported “other” (19%), explanations reveal that they also must ask for permission. Therefore 71% of those who responded to this question are expected to ask permission to reach out to all alumni and 29% are not. That seems extremely severe except that in the commonly utilized donor management model described above that requirement to get permission applies to all fundraisers. The expectation is that fundraisers will focus on the donors and prospective donors selected for their personal prospect list created by researchers in the university development unit. However, in further questioning that digs deeper into this issue, it becomes apparent that academic libraries are still at a disadvantage to the degree-granting units.

Figure 1: Freedom to contact all alumni of the institution



Further questions reveal that only 9% of the respondents have absolutely no access to alumni for fundraising. Most (44%) reported that they have unlimited access to alumni who have not already made a gift to the university. Thirty-five percent can contact current donors to other areas if they ask permission to do so. A small percentage (4%) reported that they have access to

alumni in some departments. Another small percentage (8%) reported “other.” Lacking academic library alumni, the fundraiser’s donor prospect list has fewer and weaker options for fundraising than peers in the degree-granting units. Those selected by researchers in the university development unit can vary widely depending on the level of understanding for the value of the academic library and awareness of its cases for giving. The 2018 ARL fundraising survey asked for more context of their member libraries on this issue and reported that academic libraries in their association need a good reason to reach out to prospective donors not already supporting the library. Their member libraries reported that permission would most likely only be given for short-term campaigns to support specific projects (Keith et al). The fundraiser in the academic library is often challenged with a prospect list that lacks the potential of fundraisers in degree-granting institutions and is forced to fill the gaps with alumni who have never given to the university. Individuals who have received solicitations since graduation but has not yet made a gift have a low likelihood of future giving.

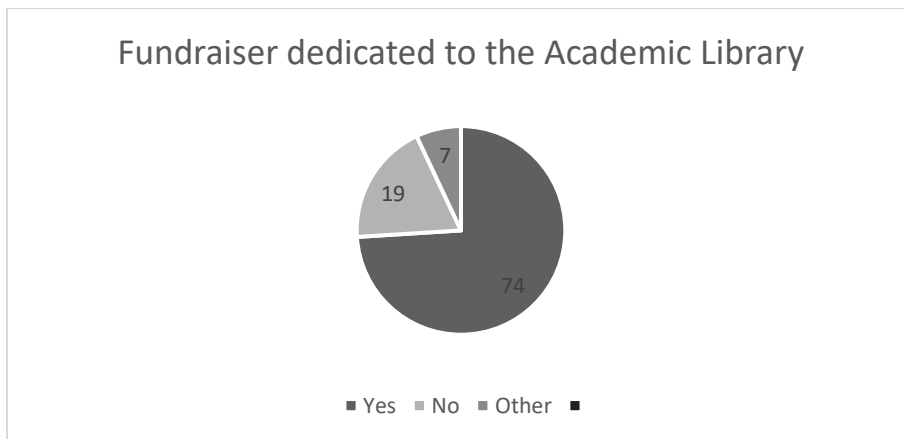
In 1995, Latour found that 33% of respondents were required to get authorization to reach out to alumni. Access to alumni appears to have worsened over the last twenty-five years as fundraisers in the academic library are left with alumni lists with weak ties to the institution and uncertain alignment with the library mission. The Heyns (1994) study did not specifically ask about common donor groups, but her data did demonstrate that the libraries in her study that were the most successful at fundraising had larger donor pools. Fewer donors and prospects available to the fundraiser in the academic library present a significant challenge to success. Research on giving demonstrates that meaningful bonds with the institution are a key factor in giving (Brown & Ferris, 2007).

Information about the fundraiser

Seventy-four percent of respondents reported that their academic library has a dedicated fundraiser, 19% reported that it does not, and 7% reported “other.” The 2018 ARL fundraising survey found that 93% of its member libraries have a dedicated fundraiser (Keith et al).

Compared to twenty-five years ago, this reflects significant change. Latour reported that 62% of academic libraries in his study had non-librarian staff devoted to fundraising, but this was only a part of their professional role. Most (45%) focused on fundraising for just a quarter of their work time (1995).

Figure 2: Dedicated Fundraiser



Heyns (1994) was able to demonstrate that amount of staff time (FTE) was correlated with fundraising success. Her research showed that successful libraries had a higher FTE of staff in the library development office than the least successful libraries. The current study also asked about the level of staffing dedicated to fundraising in the academic library. The average staff time allocated to fundraising in the academic libraries represented in this study is an average of

1.6 FTE. The 1994 Heyns study was either 1.5 or 2.0 FTE depending on whether the university or the library funded the position. The most recent ARL fundraising survey reported an average of 2 FTE. This data demonstrates very little growth over time in the investment of fundraising staff. With a reported 175% increase in giving to higher education over the last thirty years, a history of low investment in staff emerges as another potential factor in that decline (Shaker & Borden, 2020). The 2016 Betzler & Gmur study discussed above includes dedicated staff as a factor in professional fundraising success.

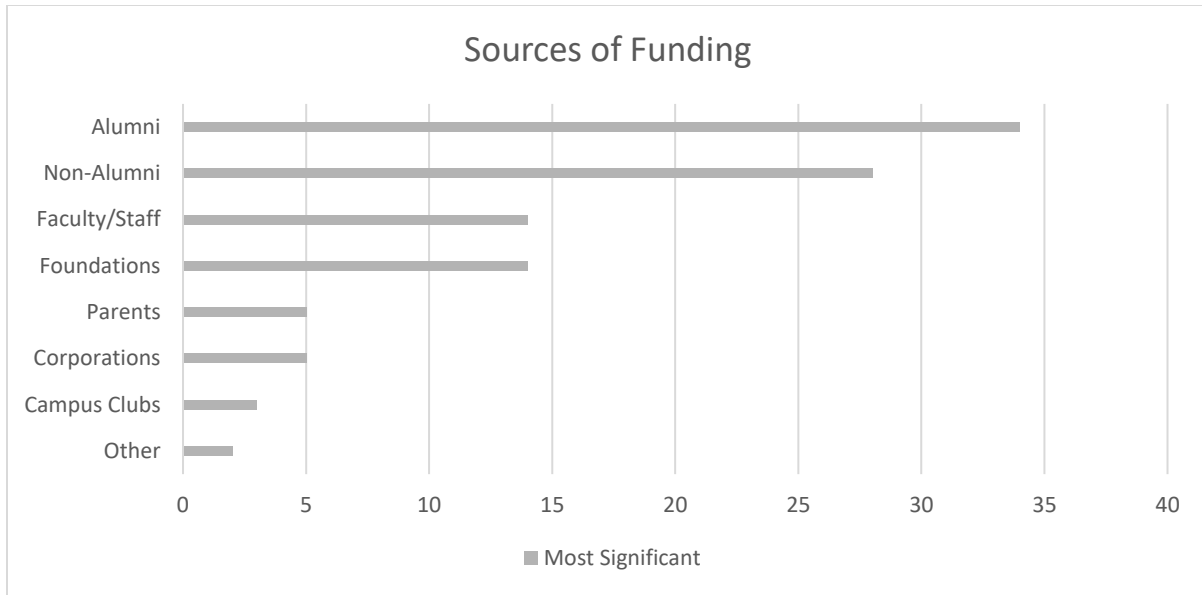
Training has been demonstrated to be a factor in successful fundraising (Sargeant et al, 2018). Fifty-five percent of respondents reported that they had taken part in training on how to fundraise for the academic library. Forty-five percent reported that they had not. In a follow-up question about the nature of that training, most reported that they had received training provided by their own institution or through library fundraising conference presentations or workshops. Other options not selected were a library-related association or organization, fundraising association and fundraising conference presentations or workshops.

Fifty-two percent of respondents reported that they work from a formal fundraising plan and that this plan covers several years, and forty-eight percent responded that they have no plan at all. Only, fifty-seven percent reported that they set annual fundraising goals. Annual fundraising goals are the norm in higher education fundraising, so the response to this question was surprising and warrants further research. Why are only half of the fundraisers who responded to this question not measured on success?

Academic library donors

Another set of questions sought to determine the most common sources of funding in the library. Respondents were asked to rank seven sources of giving from most common to least. Alumni ranked the highest followed closely by non-alumni. Faculty/staff and foundations ranked equally as around half as significant as alumni and non-alumni. The remaining options, corporate giving, parents of students, campus clubs and organizations were reported as uncommon sources of funding. When asked to list the importance of these sources for funding, respondents listed the importance in the same order. Half the respondents reported that campus clubs and organizations were not at all important for securing funding for the library. In contrast to a typical academic unit, respondents representing the library reported that alumni and non-alumni were almost equally important. Non-alumni donors have been shown to be a strong prospect for giving to academic libraries, particularly for archives and special collections where the motivation for giving is aligned with the collection instead of the institution (Dilworth & Henzl, 2016). In contrast, Latour (1995) identified foundation grants as most significant with major gifts far behind. An apparent decline in foundation giving is another area for further research to determine if it is the result of reduced funding to support academic libraries over the last twenty-five years or fewer grant applications submitted by fundraisers in academic libraries.

Figure 3: Sources of Funding



Role of academic library dean/director in fundraising

Regarding the academic library dean's/director's involvement in fundraising, every respondent reported that deans/directors are very involved, and that fundraising is a high priority for them. Respondents were asked to select fundraising activities most common for deans/directors and selected "communicate the funding needs of the library." Soliciting gifts is the second most common fundraising activity and many also selected "other." Examples given are diverse, including signing acknowledgement letters, hosting donors at events, and travelling for donor visits.

Role of volunteers in fundraising

A current trend in higher education and academic libraries is an advisory council composed of alumni and friends representing a variety of groups, professions, and perspectives. These volunteer committees support the academic library dean/director in a variety of ways often

including a commitment to annual giving to the library. Forty-five percent of respondents reported that their library has an advisory council, but very few reported that this board performed volunteer work for the library (10%). The most common roles reported for the advisory council are promoting library goals (31%), assisting in fundraising (26%), and advising the dean/director (26%). Ten percent who responded “other” include identifying prospective donors, stewardship activity and learning more about the library.

The survey also asked about the role of Friends of the Library groups in support of fundraising. Twenty-nine percent of the respondents reported that they currently have a Friends group, but 71% said they did not. However, of the ones that do not have a Friends group, 63% reported that they had one in the past while 37% reported never having had one. Reasons for no longer having a Friends group after having one in the past included comments that membership and activity had declined, that the program had been re-envisioned, and that the return on investment was too low to maintain it. Fifteen percent of the respondents reported that their Friends group is very active. Activities reported for the very active Friends groups include assisting with programming and fundraising.

Others involved in fundraising

When given the opportunity to rate the effectiveness of various groups in raising philanthropic support for the library by ranking, the development officer and academic library dean/director were selected by 90% of respondents. The next most selected group is the university development unit at 65%, the president of the university at 40% and non-alumni friends at 38%. The university development unit is reported as effective or somewhat effective by 65%, the

president of the university by 40% and non-alumni friends by 38% of respondents. Other options offered that were not reported to have a significant role in fundraising include faculty/staff, parents, alumni, Friends of the Library groups, and library development committees.

Structure for university development unit

University development units utilize several organizational models. A centralized model is one in which all staff associated with fundraising are part of the university development unit. A decentralized model is when individual units on campus have their own staff facilitating fundraising. There are many examples, however, of mixed models. In these cases, fundraising staff may have offices in the academic library, for example, but be paid and managed by the university development unit. In other circumstances, an academic library dean may employ and supervise a fundraiser but solicit input from fundraising supervisors in the university development unit to manage and assess them. In this study, 64% of respondents report that the academic library fundraiser resides in the academic library. Thirty-six percent reported that their institution utilizes a centralized structure and fundraisers for the academic library work in university development unit offices. Of the fundraisers embedded in the academic library, 26% reported that their university development unit model is decentralized with the various units supporting their own fundraising effort and 38% reported a mixed model with a central, supporting university development unit with fundraisers embedded in the unit they support . With such a range of scenarios, further research comparing the efficacy of the various models for fundraising success would be meaningful.

Institutional support for academic libraries

Half of the institutions that responded to questions about the role of university leadership in library fundraising report that presidents have a small role in assisting with academic library fundraising, and only 15% report they take a very active role. Those who offer examples of the nature of support from leadership report written support, policies that ensure that the academic library benefits from all fundraising efforts and, the most common, that leadership provides donor or prospective donor engagement to encourage giving. Another example given is that university leadership promotes academic library fundraising initiatives at university events.

Analysis and Discussion

The academic library is the only higher education giving opportunity that is becoming less popular to donors – particularly in the past ten years. Giving to academic libraries climbed at a slower rate over the first twenty years analyzed in the Shaker & Borden study than all the other units that fundraise in higher education, and ten years ago it became the only unit to begin declining. Over the last ten years, its decline has increased (Shaker & Borden, 2020). This study reveals some possible explanations.

Cases for Giving

The focus on fundraising for general expenses could be a significant factor in a decline in fundraising success in the academic library As higher education donors have demonstrated a dramatic increase in giving for research, academic needs and student support, academic

libraries have prioritized discretionary funding over opportunities that could appeal more strongly to donors. Opportunities for giving should be aligned with the most popular giving behavior exhibited by donors to the institution. Certainly, all campus leaders prefer that fundraising income be free to use, as necessary. However, evidence in the Shaker & Borden study shows donors have demonstrated a growing preference for restrictive giving models over the last thirty years, so prioritizing discretionary funding is unwise. Even student support is not as popular as giving to support research and academic programs. Aligning cases for giving in the academic library with giving trends is crucial to successful fundraising. The Dilworth & Henzl (2016) book provides guidance on how to align funding needs in the academic library with models that higher education donors prefer to support.

Access to Alumni

One of the most common explanations for difficulty achieving successful fundraising in the academic library is that alumni of the university are aligned with their college of graduation, and fundraisers in the academic library are not given access to them. This study suggests it has not improved and may have become an even bigger challenge. This condition creates a significant barrier to fundraising success. Because decisions about alumni access are based in university development units, future research needs to delve into the practices in these units and the perceptions of its leadership on the value of academic libraries fundraising.

Investment in Fundraising

For fundraising to be successful in the academic library, investment in fundraising must increase. This includes investment in staff to facilitate fundraising activities, training specific to

the academic library and advocacy for access to alumni. Data from this study reveals that even as fundraising has become more challenging over time, the investment in fundraising staff has grown very little. The result is that academic libraries have suffered a decline in support. The fundraiser cannot manage up through the university development unit to reverse these conditions that have contributed to this decline. Change will require the academic library dean/director to advocate for needed change and increased support by leadership in university development whichever organizational model they employ. In a decentralized model, for example, when the academic library dean/director funds the fundraiser's position, access to alumni remains the purview of the university development unit. These leaders in the institution's fundraising program require cultivation – much like a donor - to support the academic library. Until equity of opportunity and investment are achieved by fundraising staff in the academic library, donors will continue to miss out on this gratifying opportunity for giving, and academic libraries will continue to struggle to raise valuable income and cultivate donors to support and champion its mission.

Bibliography

- Betzler, D., & Gmur M. (2016). Does fundraising professionalization pay?: The impact of organizational fundraising capability on a charity's net revenue from private donations. *Nonprofit Management and Leadership*, 27(2), 27-42.
- Breivik, P. S., & Gibson, E. B. (Eds.) (1979). *Funding alternatives for libraries*. American Library Association
- Brown, E., & Ferris, J. M. (2007). Social Capital and Philanthropy: An Analysis of the Impact of Social Capital on Individual Giving and Volunteering. *Nonprofit and Voluntary Sector Quarterly*, 36(1), 85–99
- Claassen, L. C. (1993). Library development and fundraising. Association of Research Libraries.
- Dale, E. J. (2019). Leaving a legacy: A new look at planned giving donors. Giving USA.
- Dilworth, K., & Henzl, L. (2016). *Successful fundraising for the academic library: Philanthropy in higher education*. Oxford: Chandos Publishing.
- Eaton, A. (1971). Fund raising for university libraries. *College & Research Libraries*, 351–361.
- Heyns, E. P. (1994). *Fund raising in publicly supported academic libraries of institutions belonging to the National Association of State Universities and Land-Grant Colleges*. Indiana University, Bloomington.
- Hodson, J. B. (2010). Leading the way: The role of presidents and academic deans in fundraising. *New Directions for Higher Education*, 2010(149), 39–49.
- Huang, S. T. (2006). Where there's a will, there's a way: Fundraising for the academic library. *The Bottom Line*, 19(3), 145–151.
- Keith, B. W., Salem Jr, J. A., & Cumiskey, K. (2018). *Library Development* (SPEC Kit 359). Washington DC: Association of Research Libraries.
- Latour, T. S. (1995). *Study of library fund raising activities at colleges and universities in the United States* (dissertation). Florida State University.
- Paustenbaugh, J. F. (1999). *ARL academic library participation in capital/comprehensive fundraising campaigns: An analysis of effectiveness and capacity* (dissertation). Indiana University.
- Sargeant, A., Eisenstein, A., & Kottasz, R. (2018). Major gift fundraising: Unlocking the potential for your nonprofit. Plymouth University.
- Shaker, G. G., & Borden, V. M. H. (2020). How donors give to higher education: Thirty years of supporting U.S. college and university missions. TIAA Institute.

Thompson, K., & Jennings, K. (2009). *More Than a Thank You Note: Academic library fundraising for the dean or director*. Oxford: Chandos Publishing.

Winston, M. D., & Dunkley, L. (2002). Leadership competencies for academic librarians: The Importance of development and fundraising. *College & Research Libraries*, 63(2).